

SOCIAL EDUCATION

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SOCIAL EDUCATION is indexed in EDUCATION INDEX

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CITIZENS FOR A NEW WORLD

Erling M. Hunt, Editor

This volume contains a succinct and scholarly analysis of a wide range of topics pertaining to problems of international relations, the scope of which is indicated by chapter titles given below. Teachers will find the compact treatment given these vital topics a valuable time saver. The last chapter contains teaching aids with a number of suggested unit outlines on international relations and references to sources of additional materials.

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Citizens for a New World deals with the impact of recent wars on society, reviews the development of international co-operation, and considers proposals for establishing the security of nations and peoples of the world. It gives attention not only to political machinery, but to economic and social foundations upon which any lasting peace must rest.

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THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1201 Sixteenth Street, N.W. Washington 6, D.C.

Editor's Page

THE NATIONAL COUNCIL AT CLEVELAND

THE Twenty-fourth Annual Meeting of the National Council achieved its purpose in drawing together a representation of the membership to consider again the implications of the war and the coming peace for the social studies program. Existing deficits, as in the treatment of geography, the Far East, and the Soviet Union; such national problems as intercultural relations and labor-management relations; and such international problems as cooperation in the maintenance of order, security, and peace and the role of education in maintaining such order and peace were considered. The overall statement of policy in the postwar period, drafted by the Advisory Commission on Postwar Policy, was considered in several discussion groups and its publication was endorsed by the National Council. Two yearbooks—*Citizens for a New World*, dealing with international relations, and *Adapting Instruction in the Social Studies to Individual Differences*—were presented. Members had an opportunity to check their thinking and to exchange ideas and accounts of teaching experiences and experiments with others of similar professional interests.

The officers and committees of the National Council had an opportunity to review policies, plan additional services to members and affiliated groups, and to develop a publications program intended to meet needs of teachers as they respond to new needs of youth and society.

The annual meeting broke new ground in receiving reports from the President on the activities of officers and the Board of Directors during the preceding year; in hearing the report of the Executive Secretary on the finances, membership, and publications program of the National Council during the same period; and in hearing the report of the Editor of *Social Edu-*

cation on the policies and needs of our official journal. The National Council also broke new ground in adopting resolutions on national policies which have direct implications for education, especially in the citizenship area.

RESOLUTIONS ADOPTED AT CLEVELAND

THE National Council for the Social Studies in its 24th annual meeting, in considering plans for peace and needs of the postwar world to which education must respond, resolves that:

1. The National Council for the Social Studies notes with satisfaction that planning for the peace, and for a world organization strong enough to maintain order and advance human welfare, has been carried on with mounting interest and participation on the part of the American people. The Council believes that the schools have continuing responsibility for informing citizens about international affairs, in which our national interests are increasingly involved. If we are to understand other people, they must be studied and studied realistically rather than sentimentally. If we are to achieve a strong political organization of all nations, both the needs and the machinery for such an organization must be widely studied and discussed.

If a strong political organization is to endure it must have the support of the people of all nations, and it must not be systematically subverted by nationalistic teachings or hatred.

The National Council endorses, as an indispensable agency for strengthening and protecting an international organization strong enough to maintain world peace and order, an international educational office or bureau. The responsibility of such an agency should include the establishment of ever-rising standards for education in international affairs and the investigation and publicizing of educational practices dangerous to

world peace. Only as all peoples in all nations are protected in freedom to learn and freedom from mis-education can international government and order be maintained.

2. In view of the fundamental changes, unsettled problems, and uncertainties which would be entailed by the establishment of a peacetime program of compulsory military training for all American youth, the National Council for the Social Studies goes on record as urging delay in any Congressional action authorizing a peacetime program based on compulsion. The Council urges that no action be taken until our educational and military experience in this war has been evaluated and until our military needs under the emerging world organization are clear. The National Council recommends the establishment of a Congressional Committee to evaluate this experience and clarify those needs.

3. The National Council commends the attention currently given by the Federal Government, educational organizations and institutions, and many civic groups to the needs of returning veterans. The reorientation of men and women returning from the Armed Forces presents a problem of social education of major importance both to our democratic society and to the individuals concerned. We recommend to the Federal Government as well as to educational agencies a more careful selection of the personnel charged with advisement of veterans. The range of backgrounds, needs, and ambitions of individual veterans should be reflected in a flexible and varied program of general, vocational, and professional education and in flexible standards of achievement that take account of individual backgrounds and needs.

4. The Council recognizes with satisfaction the progress made since the last war in the freedom to teach and to learn impartially presented facts in regard to critical issues. We hope that the early years of peace will mark similar and further advance.

5. The National Council for the Social Studies strongly endorses all efforts tending to promote equal opportunities for all groups in the complex of American life, as, for example, in the establishment by Congress of permanent fair employment practices. Without such equal sharing of both privileges and obligations of citizenship there can be no hope of realizing our American ideals of democracy.

6. The National Council for the Social Studies accepts the report of its Advisory Commission on Postwar Policy, *The Social Studies Look Beyond*

the War and endorses its publication. Conscious of our responsibility as teachers of the social studies, we accept the challenge of this report and its call to action in supporting a program of teaching and study devoted to expanding our democracy.

Additional resolutions recognizing the work of Wilbur F. Murra, the former Executive Secretary, and of Merrill F. Hartshorn, present Executive Secretary, and expressing appreciation of the hospitality and efficiency of those organizations and individuals in and near Cleveland were also adopted.

INTERNATIONAL ORGANIZATION AND EDUCATION

THE first resolution, concerned with the development of international cooperation and organization and of the role of education in advancing and maintaining such developments, was adopted without discussion.

RESOLUTION ON MILITARY TRAINING

THE second resolution, urging that Congress not vote on proposals to establish compulsory military training in peacetime until our experience with military training during this war has been evaluated and until we know what our military needs under the peace settlement are likely to be, was debated on the floor at some length. It was made clear that the National Council was not taking a stand against compulsory military training in peacetime. It was made clear by several speakers who supported the resolution that if the peace settlement now being evolved fails to provide security they would desire a program of compulsory military training. Fears were expressed, however, that such a program might commit us to militarism, might make a renewal of war more likely, and might be taken as evidence of our lack of confidence in the possibility of lasting peace. It was pointed out that compulsory military training for all youth in peacetime has implications for our program of education for citizenship that have not yet been explored but that have major implications for our democratic ideals. It was pointed out that at the close of the war we shall have more than eleven million men who have recently been in the Armed Forces and several million of whom will have had battle experience; these will be able to insure our security while further evaluation of needs is made. It was observed that there are alternatives to compulsory military training as a method for insuring military security.

On the other hand opponents of the resolution

felt that the war has demonstrated the necessity for the military training of all youth and that we should be guided by the recommendations of our military leaders.

The resolution was adopted by a rising vote of 204 to 7; only members of the National Council voted.

RESOLUTION ON VETERANS

THE third resolution, relating to the education of veterans, grew out of discussion in one of the section meetings in which it appeared that the emergency conditions under which the education program has been set up have resulted in some deficiencies of trained personnel and well considered policy. The resolution adopted the view developed in the section meeting that those who advise and guide veterans should be carefully selected and specially trained for their work, and that policies should be carefully checked against results and the special needs of the veterans being served. The resolution also endorsed the view that educational institutions have responsibility for appointing qualified advisors and for establishing special programs relating to the needs of the men and women served rather than to traditional programs, standards, and practices.

THE remaining resolutions were adopted without discussion. The fourth, which relates to freedom of teaching and learning, expresses satisfaction that in the Second World War we have not found it necessary to develop hatreds or to go to war with the language and music of enemy nations or with those of our citizens whose family backgrounds trace back to enemy nations. Similarly the resolution expresses satisfaction that there has been less interference than in the First World War with the freedom of teachers to teach or of students to learn, and looks forward to similar advance, in the postwar period that lies ahead, over the period that followed the First World War.

The fifth resolution was modified during discussion to shift emphasis from general intercultural and intergroup relationships toward permanent fair employment practices.

The final resolution endorsed the publication by the National Council of *The Social Studies Look Beyond the War*, the policy statement prepared by the Advisory Commission on Postwar Policy. The resolution commits neither the Council nor any member to acceptance of any point of view or recommendation in the statement but

does commend consideration of the document to all teachers of social studies and other educators.

POLICIES "BEYOND THE WAR"

ALL members of the National Council for the Social Studies have received *The Social Studies Look Beyond the War: A Statement of Postwar Policy* prepared by an Advisory Commission of the National Council for the Social Studies and printed prior to the meeting at Cleveland. This is the second manifesto of the National Council that deals with the impact of the Second World War on education and social studies teaching. The statement was prepared with the advice of some 150 persons representative of all sections of the country and of all levels of social studies instruction.

The statement recognizes not only that wars change emphases and some of the content in the social studies curriculum but that education has a large responsibility for maintaining peace, supporting agencies for international cooperation, and advancing the general human welfare which must be the basis for any enduring world peace.

Part I reviews the disturbances already created or certain to result from a devastating world war, and points out the challenge to all nations and all peoples to build a better world and a lasting peace.

Part II analyses the losses and gains to education that have resulted from the war, in terms of teaching personnel, youth, intercultural tensions, and responsibilities and procedures of organized education with special reference to the social studies.

Part III sets forth the specific tasks which education, and the social studies, must face in the postwar period. Some are international, some national. Most require long-term planning and the mobilizing of all the resources of society as well as of the schools, colleges, universities, and other governmental and nongovernmental educational agencies.

Part IV, the longest section of the statement, deals with specific curriculum changes which now seem necessary or desirable in the near future. These include such basic concepts as the interdependence of individuals and nations, expanding democracy, the necessity for integrity and morality in all human—including international—relationships, the menace of modern war, and the need for international organization in effective cooperation. Specific attention is directed to intercultural relationships, to the need for

democracy in schools as well as elsewhere in society, and to the necessity for integrating school activities with those of the rest of the community. National economic problems involving the interrelationships of private enterprise, management, labor, government, and consumers are dealt with. Recommendations for the improvement of the teaching of geography, American history, world history, modern national and world problems, and current affairs are advanced with some specific reference to the responsibilities and opportunities of various grade levels. There is no implication that we must scrap our existing program or programs and start anew. Rather there is specific assertion that we must build on past achievements and adapt to varying conditions, resources, and possibilities.

Part V gives attention to the implication of postwar needs and adaptations both for administrative policies and procedures and for classroom materials, procedures, and techniques, including the recognition and capitalizing of individual differences, increased use of audio-visual materials, of techniques of inquiry and discussion, and of evaluation procedures that reflect carefully considered objectives.

Part VI directs attention to recommended policies and to some existing deficits in the preparation of teachers and in professional in-service assistance to teachers. Growing recognition of the fact that teaching is a profession demanding high professional qualifications, specialized and continuing professional training, and continuing professional growth, implies generous support of the institutions in which teachers are trained, and a level of compensation that makes professional growth and professional performance possible. It also calls for the maximum cooperation on the part of school administrators and all educational groups and agencies in providing conditions of work, resources, and cooperation with community agencies such that the responsibilities of the postwar period can be faced with confidence.

THE conclusion is optimistic and idealistic in respect both to the effects of the war and the possibilities of the future:

As the war has tested our youth and our older population, it has at the same time tested our peculiarly Amer-

ican system of education. In the armed forces and on the home front, we have demonstrated initiative, adaptability, and resourcefulness. We have accepted wartime adjustments and restrictions without abandoning our rights or our habit of being critical. We have developed and used tremendous industrial and military power without becoming either robots or militarists. We have demonstrated our devotion to democratic ideals and institutions by pouring out not only vast wealth and human energy but the lives of many of our finest youth. We have defended and advanced ideals and traditions long imbedded in our programs of civic education.

We are now committed to cooperation in a world program for the establishment of peace, security, and well-being. Only to the extent that we succeed will our aims in the war be achieved, and the victory for which we have sacrificed be preserved. Now, once more our people and our system of education are to be tested; again initiative, adaptability, and resourcefulness will be demanded; again unselfish devotion to the greater good will be needed; and fear and uncertainty about the future must be superseded by confidence and determination. There is no reason for believing that our spiritual resources have been exhausted. We can and we will meet the challenge to maintain and extend the way of life that we have developed, and that we are still striving to perfect. For such purposes our schools must build understanding, loyalty, and support.

It is hoped that *The Social Studies Look Beyond the War* will be made the basis for discussion among teachers organizations and in departmental meetings of social studies teachers. It is not likely that the great range of recommendations can be adopted in all situations, but it is inconceivable that many of the recommendations cannot be acted upon in any single community or single school or classroom. Such action as is taken must, however, take account of local conditions and resources.

THE quality of the Cleveland program, the number of individuals participating actively in the sessions, the nature of the business meeting, and the plans for publications and other activities should all be sources of satisfaction and optimism for members of the National Council. It is hoped that they will stimulate those members who were not present, and many educators outside the National Council, to thought and increased professional activity. The years ahead will be trying at best. Our national organization has, however, given evidence of its determination to face its responsibilities and discharge them with the best ability and energy at its command.

ERLING M. HUNT

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The Role of the Social Studies Teacher in the Postwar World

I. James Quillen

THE intimate relationship between education and culture has long been recognized. Primitive cultures used elaborate rites to inculcate in the young the mores of the group. Youth in classical Athens received intensive training in citizenship and war, swearing solemnly in the presence of the Council of Five Hundred to be loyal, obedient, law-abiding, true to their ancestral faith, and to transmit their native commonwealth not lessened but larger and better than they received it.

The founders of the United States of America recognized that democracy in the new nation must rest on a program of citizenship education. Jefferson sought to establish a program of universal elementary education in Virginia. Washington asserted in his Farewell Address: "In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened." With even more force Madison, the father of the Constitution, said: "Popular government without popular information or the means of acquiring it is a prologue to a farce, or tragedy, or perhaps to both."

Recently the power of education in shaping culture has been dramatized on a grand scale. Russia has used education to develop a faith in Marxism and to produce behavior in harmony with it. A nation of peasants has been transformed into a nation of technical workers. Germany has used education to produce a blind loyalty to Hitler, a belief in racial superiority, and the belief that the destiny of the German people is to rule the earth.

Today victory is being won on the battlefields of the world. But victory in arms will herald a new battle, a battle for peace, prosperity, and

increased human well-being in all areas of life. This battle will be hard fought and victory is by no means certain. We can win the war and lose democracy. A military victory only provides the opportunity to continue to work for a world where man can be secure in person and property, use his talents to earn his daily bread, and be assured of the recognition of his human dignity and worth. Failing these things economic misery will come once more, new dictators will arise, and war again will destroy the bodies of men and the products of their hands and minds.

EDUCATION has an important responsibility in the achievement of a better world, and in the fulfillment of this responsibility the social studies teacher has a significant role. This role is defined by the social goals which the people of the United States seek to attain. These goals already have become clear. They are: (1) a lasting peace; (2) full employment and a high level of economic well-being; and (3) a broader realization of democratic values, especially in the area of intercultural and interethnic relations. The degree of agreement on these basic goals was demonstrated in the recent national election, when both major candidates supported a strong international organization, a program to achieve full employment, an extension of social security, and a permanent Fair Employment Practices Commission.

Political pronouncements, and even the enactment of laws, will not alone secure the goals toward which we strive. These goals can be achieved in the long run only if people have the understanding and competence necessary to attain them. The development of understandings, ideals, and competence in social action are the proper functions of the social studies teacher. Hence the role of the social studies teacher in the postwar world is to use his resources in knowledge, professional skill, and the art of teaching to develop the understandings, ideals, and competence necessary to achieve peace, pros-

This presidential address to the National Council for the Social Studies was delivered at Cleveland on November 24. The author is professor of education in Stanford University.

perity, and happiness in the world of tomorrow. The entire program at this annual meeting of the National Council for the Social Studies is focused upon the elaboration of this role and its implementation; consequently, I shall confine myself in this address to the overall picture and to brief illustrations of responsibilities and of opportunities.

ESTABLISHING A LASTING PEACE

THERE is a grim determination to make this the last war. This determination already has expressed itself in plans for an international political organization. But we should not delude ourselves into believing that a political organization can prevent war automatically. The League of Nations contained resources for maintaining peace that were never fully used. Even with a world organization based on the plan announced after the Dumbarton Oaks Conference, a world war will be unavoidable if any one of the United States, England, or Russia resorts to the use of arms against other nations. We must not forget that even with a strong federal government based upon the Constitution of the United States, the North and South fought a long and bloody civil war.

As valuable as international organization can and will be, it is not peace. Peace is based upon mutual respect, understanding, cooperation, and a willingness and ability to use reason rather than force in the solution of common problems. Hence, it is necessary to develop a program of education for international understanding and action to accompany the development of a world political organization. Assistance in this task is a major role of the social studies teacher in the postwar world.

Social studies teachers are active already in education for international cooperation. The *Fourteenth Yearbook* of the National Council for the Social Studies is entitled *Citizens for a New World*, and two of its chapters contain suggestions for building international understanding through education. The Report of the Commission on Postwar Policy, entitled *The Social Studies Look Beyond the War*, contains many specific recommendations in this area. The National Council for the Social Studies is also a member of the Liaison Committee for International Education. This committee was instrumental in organizing the International Education Assembly which recently issued a statement entitled *Education for a Free Society*. This statement recommends nine principles as a basis for

international cooperation in education. These principles are:¹

1. Education develops free men and women
2. Everyone should be educated
3. Opportunities for advanced and adult education should be ample and justly distributed
4. Modern tools of communication should be fully and freely used for popular enlightenment
5. There should be complete freedom to learn
6. Education should enrich human personality
7. Education should develop economic competence
8. Education is concerned with the development of character
9. Education should develop civic responsibility and international understanding.

SOcial studies teachers can endorse and contribute to the achievement of all of these principles. But in the development of civic responsibility and international understanding the social studies teacher has a special responsibility. We are all a part of a seamless web that encompasses all mankind. Our acts may affect the welfare of others over broad areas, and we are constantly affected by the actions of people in places near and far. Civic responsibility is worldwide. Social studies teachers in the postwar period will be concerned with the development of world citizens. World citizenship, however, does not require a different kind of civic education from that we have known in the past. It is best conceived as an extension of a loyal and wholesome local, state, and national citizenship. As is stated in *Education for International Security*:²

The qualities of character most desirable in the relations of home, neighborhood, community, and nation, are those which are most needed in world relations. Education for world citizenship should begin with the wholesome development of the child in the personal-social relations of his immediate environment and concurrently extend his understanding of and his responsibilities and effectiveness in a broader environment which comprehends the peoples and places in an interdependent world.

The social studies teacher can contribute to the development of international understanding and world citizenship by:

1. Examining the present content of social studies courses and eliminating material which may lead to prejudice, intolerance, and antagonism toward other peoples.

¹"Education for a Free Society" (New York: School Executive Magazine 1943), p. 4.

²"Education for International Security" (New York: School Executive Magazine, 1943), p. 30. This is a report of the International Education Assembly and the Liaison Committee for International Education.

2. Introducing content throughout the social studies program which will lead to an understanding and appreciation of the people of other nations.

3. Emphasizing world unity, world heroes, the victories of peace, and the welfare of mankind in historical study.

4. Introducing more content from anthropology to show the extent to which human behavior is culturally determined.

5. Utilizing content from geography and economics to develop an understanding of the distribution of world population in relation to natural resources, the extent of specialization and interdependence in the production of goods, the rapidly shrinking size of the world due to advances in transportation and communication, and the relationship of standards of living to world cooperation.

6. Using content from social psychology to develop an understanding of the formation of public opinion and its effect upon human action.

7. Studying other cultures and world history extensively and using material from art, literature, music, and the dance as well as factual information in such study. The study of world history and world cultures should be required of all high school students.

8. Utilizing motion pictures, the radio, newspapers, museums, pageants, model assemblies, international correspondence, student exchanges, and other materials and techniques more extensively.

9. Using symbols of world unity in documents, people, flags, music, and the like as they already exist and are developed.

10. Using problem-solving and pupil-teacher planning techniques more extensively so that the ability to think reflectively and act democratically in the solution of world problems will be increased.

THE effective utilization of such suggestions as these rests upon the understanding and competence of each social studies teacher. Hence social studies teachers have a grave responsibility to continue their own education in international understanding and to deepen and clarify their conception of world events and problems. This task involves active participation in professional organizations such as the National Council for the Social Studies, in programs of in-service education, in advanced graduate study, and through an active interest and wherever

possible actual participation, in the development of events.

Education for international understanding, however, extends beyond the classroom and the teacher. It involves the cooperation of nations. No one nation can educate for peace while its neighbors educate for death. Denmark attempted that with tragic consequences. Education for peace, to be successful, must be a world movement; it must be based on world cooperation and action. Thus social studies teachers have a responsibility to support, and are supporting strongly, the present efforts to achieve an international organization for education and cultural development. Such an organization will make possible a world wide approach to the development of international understanding and cooperation. But education for peace should not be considered in opposition to the use of force by an international political organization to restrain aggressors. On the contrary, education for world citizenship should support the use of force by duly constituted world authorities to maintain order in the same way that local and national citizenship supports the proper use of police power in the community, state, and nation.

ACHIEVING FULL EMPLOYMENT AND ECONOMIC WELL-BEING

PEACE cannot be achieved without economic well-being. Dictators arise out of economic misery. They promise bread and circuses in return for blind obedience. Even in the United States we have had our economic messiahs, and a return to large scale unemployment after the war will endanger peace within and without the nation. Teachers of the social studies can assist in the achievement of economic well-being by helping to clarify economic goals. These goals include: (1) full employment; (2) protection through social security against factors over which the individual has no control; (3) equality of economic opportunity; and (4) minimum standards of living commensurate with the promise of modern technology.

To take full advantage of available employment opportunities, students will require a more adequate basis for job selection than they have had in the past. Vocational orientation is a major responsibility of social studies teachers. More material on vocations should be introduced into social studies classes on all levels. In the high school students can participate directly in community surveys and in direct work experience with related classroom study. This will assist

both in vocational orientation and in the development of self-confidence in vocational ability.

Factors which contribute to vocational success in all kinds of jobs such as the ability to work with others, adaptability, dependability, and high standards of workmanship can be stressed throughout the social studies program. There is danger that too much emphasis may be placed upon specific vocational skills to the neglect of adequate general education. All students need an understanding of the modern world, wholesome ideals to direct their lives, and the competence necessary to work toward the achievement of these ideals in whatever vocation they may follow.

The school has a greater responsibility for the placement and follow-up of young workers than it has assumed in the past. In some senior problems courses, social studies teachers are working directly with local employment offices, with employers, and with labor unions in assisting young people to secure jobs before they leave school. This opportunity should be available to all students who desire it. Furthermore, young workers should have an opportunity to continue to use the facilities of the school for assistance in solving their social problems and in developing their social competence.

Consumer education is gaining increased attention among educators. The role of the social studies teacher is increasing in this area as it becomes more widely recognized that consumption is the major economic problem of our day. The problems of production have been, in large part, solved. But we are still unable in normal times to get adequate purchasing power into the hands of consumers and to have them use that purchasing power wisely. During the coming year the Committee on Consumer Education of the National Council plans to publish a report making recommendations in this area.

The most significant role of the social studies teacher in the achievement of economic well-being is the development of effectiveness in economic citizenship. Economics and politics are becoming closely related. The citizen has to make increasingly important choices on economic issues. Consequently, a major function of the social studies is to guide students in developing the ability to judge wise policy in the area of economic action by government. This requires considerable knowledge of the field of economics and more content from economics should be included in the social studies program.

BROADER REALIZATION OF DEMOCRATIC VALUES

PEACE and economic well-being provide the opportunity for a broader realization of democratic values. Moreover, the operation of these values—mutual respect, cooperation, and the use of intelligence—is essential to the attainment of peace and prosperity both at home and abroad. Before we can be fully successful in achieving mutual respect abroad, however, we need to have more of it at home. There are minority groups in the United States that are segregated and treated as racially inferior because of color.

Intercultural relations are also receiving increasing attention from educators and lay groups. The National Council for the Social Studies in its annual convention, its statement of postwar policy, and its publication program, is calling attention to the role of social studies teachers in this area. I shall indicate only our broad responsibilities. The first responsibility is, of course, to insure mutual respect and equal opportunity for all cultural and ethnic groups in our own classrooms, schools, and communities. Another task is to introduce content that will develop understanding that:

1. Behavior is, in large part, culturally determined.
2. Culture is inherited after birth.
3. All people belong to some minority group and the persecution of one endangers the security and welfare of all.
4. The enrichment of modern culture rests on the accomplishments of people of all races.
5. The concepts of human brotherhood includes all mankind and all people have the same rights to equal opportunity and respect for their essential dignity and worth.

Thus the struggle for human freedom goes on. The tasks ahead are difficult, but we have no cause for dismay. As Lincoln said during a previous struggle to determine the issue of freedom and slavery in the United States, "Fellow-citizens, we cannot escape history. . . . The fiery trial through which we pass will light us down, in honor or dishonor, to the latest generation. . . . We shall nobly save or meanly lose the last, best hope of earth." The issue of freedom and slavery is again before us. Today we fight for a free world. Our role as social studies teachers is to assist in the development of the understandings, ideals, and competence necessary to "nobly save . . . the last, best hope of earth," and to achieve the fullest measure of peace, prosperity, and human well-being in the postwar world.

The Meaning of Historical Time

C. W. de Kiewiet

*Time travels in divers paces with divers persons.
Shakespeare: As You Like It.*

SOME years ago a physicist of my acquaintance was discussing the relative merits of the approach to knowledge of the historian and the physicist. He explained that the physicist was like the driver of an automobile who sensibly watches the road in front of him through the windshield. The historian, on the other hand, was like the driver who never takes his eyes off the rear-vision mirror. Upon whom should modern society rely to guide it into the future, he asked, upon the physicist who looks forward and has a clear view of where he is going, or upon the historian who looks backward into the past, and does not even have a clear view of what he sees there?

I tell the story, which represents a familiar judgment, in order to raise some pertinent questions about the historian's attitude towards past, present, and future—towards *time* in short. In the mind of my physicist acquaintance the present, represented by the windshield, and the future, represented by the open road, were alone significant. He was not impressed by my suggestion that somebody had had to build the road before it could be used, so that past effort was a component of both his self-confidence and of the road upon which he drove.

THE concept of time upon which the natural scientist normally depends in mathematical time—the time of our clocks and watches. Such time deals with successive intervals and exact units—seconds, minutes, hours, days, and years. When the historian uses this concept of time, events come to be related to one another by their place on a time line running back from the

present to the past, or from the past up to the present. The Peace of Westphalia was signed eleven years before the Treaty of the Pyrenees, forty-nine years before the Peace of Ryswick, and two hundred and seventy-one years before the Treaty of Versailles. In the perspective that such a line affords to the non-historian, the present and the very recent past seem to possess closeness and reality, whereas the past seems to increase in indistinctness and insignificance as it is further removed from the present. Minds that have had little or no training in historical thinking are naturally inclined to draw an emphatic line of separation between the past and the present, to the disadvantage of the past.

The historian makes valuable use of what I have called mathematical time. Frequently it is most important to know precisely in what time relationship a series of events stand to one another. But all competent historical thought depends upon the use of another concept of time. The failure to use historical time—sometimes called organic or psychological or durational time—lies at the root of many teaching difficulties, and explains the frequent lack of understanding of the historical approach to knowledge. Even today, when there is so much improved historical teaching, history to many students remains a mechanical series of lifeless dates and inert events.

Historical time does not emphasize exact units and successive intervals of time. It depends upon the ideas of duration and continuity. In dealing with events it is less interested in the moment of their occurrence than in their activity and vitality. It is interested in the total journey, and not in the stops that mark its intervals. *Eli Whitney introduced the cotton gin in 1792.* This statement makes use of mechanical time. *The introduction of the cotton gin profoundly influenced the problem of slavery in the South.* This second statement makes use of historical time, for it is concerned with the continuous influence of the cotton gin in a complex social and economic situation, and during an extended period of time. As an active and fertile factor in Ameri-

To the historian time is more than—and sometimes independent of—chronology. The past is sometimes one with the present. So points out a professor of history in Cornell University, who contributed "The Practical Uses of History" to our December issue.

can history, the cotton gin had as much existence and meaning in 1860, to say the least, as it had had in 1792.

THE trained historian moves from one concept of time to the other according to his needs. He does so spontaneously. But what may be second nature to an historian is not at all obvious to other people. Many years ago Henri Bergson pointed out how powerfully our habits of thought had been influenced by the time and space concepts of the physical scientist. It was about the middle of the fourteenth century that the division of time into exact intervals of seconds, minutes, and hours became common in western Europe. In the seventeenth century the carrying of timepieces had become a general habit. In Shakespeare's *As You Like It* Jaques comes chuckling on to the stage to tell the story of the "motley fool" who was moved to "deep-contemplative" remarks by his own pocket watch.

And then he drew a dial from his poke,
And, looking at it with lack-lustre eye,
Says very wisely, "It is ten o'clock;
Thus may we see, quoth he, how the world wags."

From the seventeenth century onwards the world wagged in unison with the multitudes of its ticking watches and swinging pendulums, until its habits of thought and action were profoundly affected. It would be an exceedingly long story to tell how mathematical time entered into every phase of personal, social, economic, and scientific activity. Time was the essence of punctuality and frugality, of regular habits, industrial coordination, social articulation, scientific experiment, communication, and the value of goods and services. Its discipline was so constant and unyielding that men largely unlearned that other sense of organic time with which they had had been perfectly familiar during the Middle Ages. Today a special effort is needed to teach it to our students.

A man living in the Middle Ages had a spontaneous appreciation of time as duration and continuity. Even though he might know less exact factual history than the educated man of today, he had an attitude towards the relationship of important events in historical time which we can achieve only with difficulty. Medieval history, may I say, is a rewarding field in which to study ways of human thought and behavior. Quite commonly medieval artists brought together events and personalities from separate epochs in the same stained-glass window, tapes-

try, or painting. In the Academy in Bruges there is a painting of the Madonna and Child by Jan van Eyck which illustrates the medieval use of time. On the right-hand side of the Madonna stands the colorful figure of St. Donatus, the patron saint of the Church in which the painting was to be hung. On the left-hand side appear two figures. One is St. George in the curious act of tipping a heavy helmet to the Virgin; next to him kneels the figure of the canon who had commissioned the painting. Thus four figures, one of them contemporary, representing four different historical periods or events, were included in the same painting.

One is inclined to smile at the naïve and apparently unhistorical inclusion in the same scene of four persons who had never met or seen one another. Yet the artist had suppressed one aspect of time in order to emphasize another. By ignoring the mathematical interval of time between the careers of his personages, Jan van Eyck revealed the contemporary importance of figures from the past, their living quality which was not affected by the lapse of time. Modern sociologists have rediscovered this phenomenon, and even have a phrase for it. They call it "the contemporaneity of the non-contemporaneous." One can hardly be blamed for preferring the more elegant expression of the medieval artist.

IT IS difficult to develop in students the habit of using historical time in their thought. Together with most of the elders they are accustomed to judge the immediacy of events by their own ages, or by the span of their lifetimes. What happened when they were very young is a long time ago; what happened before they were born is quite out of reach. The pace at which the up-to-date article hurries its predecessor into obsolescence and oblivion accentuates the feeling that we are leaving the past totally behind, that we are discarding its insufficiency, or escaping from its incompleteness.

I know of no quick and easy way of teaching students that past and present are not opposite, as opposite maybe as life and death. Yet the escape from dull history classes comes with the recognition of the past as alive and continuous, or, equally well, with the recognition that the present has depth, existing back into what we term the past. With this recognition students may make the further discovery that the most important forces and factors in their own society and age have required the fullness of much time to consummate themselves. So many things that

they require to know find their explanation in ample and organic periods of fifty years, a hundred years, five hundred years. In history five hundred years is not very long. Our own technological and industrial revolution is over five hundred years old, and is only just getting into its stride. A latterday Jan van Eyck—the late Grant Wood perhaps—might very reasonably have painted Leonardo da Vinci, Thomas Edison, and Henry Kaiser on the same canvas, for their organic relation to one another in the development of technology is quite clear. The life

and activity of ideas and institutions cannot be so tangibly illustrated. Yet the teacher's best moment of achievement comes when the student knows that something from Periclean Athens and seventeenth century England, and a great deal of the American Revolution and the Civil War, are vitally present in his society.

It is one function of history to distinguish, between the real past and the real present, between what is sterile, inactive, and burdensome, and what is active in the present and fertile for the future.

Geography the Basis of the Social Studies Program

The social studies program of every school must be cognizant of geography and its contribution, for the science of geography studies the stage on which history unfolds, and without which historical and sociological conditions cannot be fully understood. It is the physical basis of geography in terms of climate, landscape, soils and vicinal relationships of man and resources that makes geography be the necessary basis for the social studies. But, geography, if it is to be more than a dry classroom study, must go a step further and through sound geographic interpretation of conditions, help to show the way that man must take if he is to achieve the optimum development of the community in terms of the natural environment. This is the basis of planning. There is great need for more and better geography in planning at all levels: the world, nation, state, and community. There is critical need for more and better geography teaching especially in the senior high school, college, and adult education programs, for it is at these levels that teachers are training those who will soon do the planning and make the laws that put the best plans into action. . . .

Geography may well be considered at three levels, fact gathering, analysis, and interpretation. In the first phase students must go out into the field, into the community to see conditions, to talk with all sorts of citizens, farmers, bankers and businessmen. Actual mapping of land-use is a necessity and even if a good map is already available, have each student make his own for at least a part of the area.

The way to learn geography is to go out and do field work! . . . It is high time we all learn more about things just outside of the window, for geography students more than other students must look up from the pages of the textbook to the soils and farms, to the fields and mountains, to the industries and resources that form the environment. These are the best texts.

Having gathered information over a considerable time the task of focusing the information is before us. Each bit of information is analyzed to see how it fits in, some facts have no bearing on a geographic study and are sorted out. Other facts, such as the presence of a long hill, may have influenced the pattern of streets or the location of business areas. These are the facts to be analyzed and classified for further interpretation.

Interpretation is the synthesizing process in which students begin to see how the facts of the environment, working together, influence the development of the community and possible future development. . . . There must be an increasing attempt to understand the influence of geography as a means of explaining WHY things are as they are, but one must now go beyond this point and attempt to point the way to future good. . . .

There is ample reason to say that geography in the upper levels of education had better begin to look out beyond the local scene as it is or was, to the scene as it probably will be, and to ways of using the geographic environment to the best advantage. . . . (Granville Jensen, Rhode Island College of Education, at the National Council meeting in Cleveland, November 24, 1944.)

The Wesley Report on American History: A Classroom Teacher Speaks

Floella Kelley Carter

SOCIAL studies teachers should greatly appreciate what the Wesley Committee has done in the clarification of issues which have so long plagued and confused them. It should end the embarrassing moments occasioned by the question of the traditional historian: "Let me see, now, what do you teach?" and his comment, when the teacher answers "Social studies," "Oh, I thought you taught history." Now the historians themselves have spoken. The term "social studies" is clearly defined and history is recognized as one of the social studies.

No longer will the social studies be accused of squeezing American history out of the curriculum. The report leaves little justification for urging the passage of laws requiring that more American history be taught. Ample time is already devoted to the teaching of American history in the schools of the United States.

In spite of many charges to the contrary, especially in recent years, Americans do understand their history fairly well even though few of them retain isolated facts and specific dates. They probably know their history as well as they know their mathematics and English. This does not mean that inadequacy of historical knowledge does not exist among the people of the United States. The inadequacy is great, regrettable, and handicapping to good citizenship. Our need, however, is for better teaching.

The Report repudiates the idea of immutable laws in history. If such there are, there could be no pride in past achievements or no need to assume responsibility for good citizenship in the future. "History is made by men and not by blind forces beyond human control." Events could have happened differently.

This commentary on the Wesley Report, taking issue with part of the Committee's analysis of weaknesses in the teaching of American history, is contributed by a teacher of social studies in the junior high school at Kirksville, Missouri.

The idea expressed by Charles A. Beard in an earlier report is re-stated: Facts are precious and important, but not primarily so. The facts must be so used by the student of history that understanding and active citizenship result. He must see how things might have been different and must be able to draw better designs for the future. He must also lend himself to the implementation of those designs. It is recognized that even the factual content of history changes as each succeeding period of social growth re-interprets its history.

ON ORGANIZATION AND METHOD

TO THE social studies teacher who has lived through the past quarter of a century of hair-splitting arguments relative to units, fusion, correlation, and indoctrination, this report is satisfying to a marked degree. Recognition is given of the intricate relationships of the social studies each to the other, and attempts at experimental combinations are approved. The value of correlation with subjects outside the social studies field, such as English and art, is emphasized. The skill required by the teacher in building the bridges that such synthesis demands is not minimized, however. Little attention is given the mechanical organization of history materials for instructional purposes. Mention is made that "faith in the efficacy of history does not involve any minimizing of the value of units and topics."

Attention is called to the danger of teaching United States history without regard to the rest of the world. Yet the Report has little to say from the standpoint of the purely professional historian. It does want history taught as history, but it argues not for history for history's sake but for the contribution that history has to make to the development of the human personality and to the society in which he lives.

Current events are recommended as a legitimate part of the content of the history course. It must be admitted, however, that the historians are still quite wary here. It is difficult for the layman to understand what the magic something

is which happens to the current event in the split second before it becomes history. The Report says: "If we run to view the present before the light of history is fairly kindled it will not give us much illumination." Is the historian thinking here of his own approach as a specialist or is he forgetting that the problem relates to restless adolescent American youth today? For most of these the light of history will not kindle unless they are made to feel in the present dilemma a need for that illumination which the past can give.

Surely the history teacher is justified in using the current event as a springboard or as an opportunity to make an historical force or trend "come alive." For example, the committee says that mastery of history is attained by constantly utilizing it to interpret the present. Any good junior or senior high school class is intensely interested in party politics at periods like these. Begin, then, with this interest. Whatever period of American history is being taught—the making of the Constitution, the launching of the government, the growth of nationalism after 1812, the growing-up of the country with its concomitant bitterness over slavery, the Civil War, or the present period—one can enlist immediate interest by utilizing an issue used in the recent political campaign—states' rights. This is only one example of scores of opportunities to use the present only to begin an understanding which would lead to lasting information, more political tolerance, and more intelligent citizenship. Any current problem worth spending time on can be so taught as to increase historical abilities without minimizing the unique potentialities of history.

For the clarification of all these issues the committee is to be commended. The approach to the problem is also praiseworthy. The measure used to ascertain how much of their history Americans know is not a group of items history specialists thought Americans *should* know. It is what intelligent successful citizens of varying ages and experiences *do* know. The analysis of the problem is as generous and reasonable as the clearing of issues and the approach. It is extremely difficult, however, to reconcile the committee's analysis of the problem of what is essential with the recommendation which it emphasizes.

QUERY AND DISSENT

IT IS unfortunate that the symptom of ignorance rather than its causes should receive the greatest emphasis in the committee's recommen-

dation. The blame is justly and widely distributed from the university professor in graduate school who fails to give the classroom teachers in his summer classes what they really need, to the nonchalance of the individual who presumes to teach history without adequate background, training, or personality. The undergraduate school, the society which fails to live the traditions and ideals of its history ("poor citizens cannot expect the schools to make good citizens out of their children"), community pressure groups, the insistence of the smug and complacent upon "fairy tale" history, the failure of the community to live up to the teaching of its school, the school board—all these must assume a share of the responsibility for the shortcomings of history instruction in our public schools. These are the factors responsible for mediocrity, and not "boredom from repetition," which is only a result of failure on the part of one or more or all of the agencies involved.

Does the committee realize how fraught with danger the Report is? The busy underpaid classroom teacher is prone to apply unthinkingly any suggestion from an authoritative source in his field. So many good ideas have been applied with such disproportionate emphasis in the past that the results have been both disappointing and devastating. This has been true not only in the social studies, but in the whole field of education as well.

The recommendation that particular phases of American history and particular groups of dates be emphasized at certain grade levels seems far-fetched. In all too many instances the history class will be taken up with meaningless drill and memorization of the specific events and dates suggested for that grade. It is surprising how many concerned would then feel satisfied that their duty of teaching history had been discharged.

If it is true that "educational realism demands that any subject be taught again and again until the cumulative effect becomes significant and enduring," would not this same requirement hold good relative to the teaching of different phases or parts of the subject? If the indication of the committee's tests is legitimate that at least small increments of learning result from the student's repetition of his history, might not the advantage be lost in emphasizing a particular part of American history at the different grade levels? It seems inconsistent with the committee's own belief "that one must be repeatedly exposed to his own history" to recommend that at the dif-

ferent grade levels particular dates and events should be stressed.

THE writer has taught American history for years to the seventh and eighth grades, has used the historical approach to civic problems in the ninth grade, and has observed hundreds of students as they went on through senior high school and college. It seems that students who had such a social studies program in junior high followed by their world history, American history, and American and world problems should understand their history fairly well. It is not reasonable to assume that anyone could cover the gamut of American history well in either the seventh or eighth grade. It can be done much more satisfactorily to all concerned by ending the seventh year's work at the Reconstruction period. Just three months later the eighth year's work can allow for a good review and completion of what is usually included in the American history course.

Of course subsidies should be taught in senior high school, but what period of American history does not involve subsidies as well as tariff and political parties? Might it not be better to secure that small increment at each step or level? Would not the senior high school student stand a better chance to retain this portion of his history if back in his junior high classes as he covered the gamut of American history he had contacted subsidies? It certainly would not be difficult to lead the average junior high student to see that the Western pioneer and settler, the railroads, the manufacturers through high tariff policies, the schools, the press, all furnish examples of government subsidization throughout his history.

It is a satisfying thing for both teacher and pupil when just a little knowledge is present upon which to start building the more difficult assignment. The junior high school teacher is deeply grateful for acquaintance with the log cabin stories and even the Pocahontas and cherry tree stories. He does not repeat them. Nor is the junior high teacher concerned with the already familiar story of Columbus. He does use this to establish enough common ground from which to spring. He is not concerned with the story of Queen Isabella's pledge of her jewels to assist Columbus. He is concerned with the reason the importuning of Columbus was finally heeded and why America would have been found around 1500 if there had been no Columbus.

Recently, a group of teachers in a college class was asked, "What contributions to American

culture were made by Alexander Hamilton and Abraham Lincoln?" Among the answers were found: "Alexander Hamilton was a great general in World War I." "Abraham Lincoln was a poor little boy and lived in a log cabin."

Were such total ignorance and superficial information the result of boredom from repetition? Surely no one believes that. Either these teachers' junior and senior high school history instructors never got beyond the West India storm or the log cabin story or all the other educational certification and placement agencies had grossly failed in the discharge of their duties.

When good teaching exists there is no excuse for "boredom from repetition." Social studies teachers are forcibly taught in their education classes to begin with the student where he is. It is easy to find out *where* the students are by rapport testing in the presentation period or by other diagnostic tests. The recommendation of the committee would not be dangerous if there were coordination between the elementary, junior high, and senior high schools. If there were teachers at the two higher levels who could emphasize mastery of a certain period of American history, while at the same time they could bridge the gaps and show how trends and forces of that particular period developed out of the past and were influencing the present, there would be little need for uneasiness if such recommendation were generally adopted. If this is too much to hope for—and it is—then the Report should be received with trepidation.

WHY not face the problem realistically? As long as social studies classes just call forth time-killing devices for teachers who relate irrelevant personal experiences, or remain a place for students to air their prejudices, Americans will not know their history. As long as superintendents and school boards are willing to place people in their system to teach history who have no love for history, who are unwilling to read widely, who have so little background and training, young America will neither love nor know its history. All too often the tendency is to assign the American history class to one who has neither the ability nor the inclination to select pertinent, timely materials and organize them for instructional purposes. Too often it is assumed that anybody can teach history. As long as educational institutions and placement bureaus fail to use the same discrimination in recommending and placing history teachers that they do in placing mathematics teachers and football coaches, there

will be "boredom from repetition." As long as deathbed promises, age, marital status, intimacy with the "powers that be," "oomph," or anything other than broad training, experience, wide reading, and character form the basis upon which to select, place, and hire history teachers, no division of American history into compartments will attain the end sought. History teachers need "oomph," but they must have far more than that.

Social studies teachers have borne much community criticism. They are the first to suffer from the pressure both of the naïve who insist on fairy tales and the smug who must not be disturbed by the facts of history. When it is fairly certain that the history teacher is capable and courageous enough to live the ideals and tradi-

tions of American history and democracy, he should be paid discriminatingly and given the "green light."

High school students are no longer sifted. Grade placement is often related more closely to size than to intellectual achievement. There must be teachers at all levels who can begin with each student where he is and challenge him to see implications broader than and beyond anything he has learned at any preceding level. These facts and needs remain. Let no one, then, be complacent about the situation because of the rather generous conclusions of the Wesley Committee. Americans can't know too much history. They do not know enough now. They can, if well taught, learn more.

The continuance of democratic institutions requires not only information and understanding; it requires a sense of social responsibility and constructive action. As has been said, democracy denotes a *participating* partnership. It is believed that a drive toward participation and action can be better engendered in a local situation where one may sense needs at firsthand. Although many a teacher is convinced of the soundness of the arguments for community study, he finds himself handicapped because of the lack of experience and background in the use of the community for laboratory purposes.

It is unfortunately true that most of the undergraduate study of prospective social studies teachers depends exclusively on textbooks and reference works. Such preparation inclines teachers to stick closely to books in their own instructing. If, under the pressure of progressive thinking, teachers occasionally venture to take their classes on field trips for the purpose of observing local institutions, they may have conscientious doubts as to the resulting educational values. What is lacking? Are the banks in the community, the labor unions, courts, hospitals, and industries sterile sources for the interpretation of life? Or, do teachers point out only the obvious, overrate the trivial, and on the whole discover a disjointed picture? Do they fail to see the forest for the trees? Too often teachers lack the insight and background needed to extract the real meanings of observed phenomena and link them with general information, principles, and trends (William E. Mosher, Maxwell School of Citizenship, Syracuse University, at the National Council meeting in Cleveland, November 24, 1944).

Foods for the World from the Americas

Grace Adams Stevens

DURING the fall orientation period the conversation of the sixth grade reverted often to Victory Gardens and to the beautification of our school plant. Some of the children mentioned that America was going to have to feed the world when the war was over. Presently an article in the local newspaper noted that President Roosevelt had conferred about the world's food supply with South American leaders. The children, interested in what foods the other Americas could produce, began investigating the leading food products of the Americas in books, magazines, encyclopedias, pamphlets, and all kinds of printed material. They found, of course, that certain foods were indigenous to the Americas and others, though produced in abundance, were not native to this hemisphere.

The class had brought flowers and potted plants to the homeroom and had assumed the responsibility of hanging different prints of modern art masterpieces in the corridor, but the cafeteria, used every day by everyone in the school was plain and bare. When the homeroom teacher called attention to this fact it was decided, after discussion, to make a mural to fit each of the wall spaces in the cafeteria. Both foods that were indigenous to the Americas and other products that could be produced in abundance to help feed the world were portrayed; the theme for the murals was "Foods for the World from the Americas."

A MURAL PROJECT

SEVERAL periods were spent in the cafeteria with the art teacher studying and measuring spaces, getting ideas organized, and getting the

This account of a successful sixth-grade project in the P. K. Yonge Laboratory School of the University of Florida, Gainesville, is contributed by the teacher in charge. The unit should interest those concerned with teaching the other Americas and those interested in activities that capitalize pupil initiative and cooperation.

continuity of the theme worked out so as to have balance as well as variety of form, color, size of figures, and action. The wall elevations were drawn to scale on the blackboard in the homeroom so that all could visualize the setting and keep the whole plan ever before them. In each wall space on this sketch were put the name of the mural and the committee who was to make it. Eighteen titles were selected: (1) Latin American Girl; (2) Latin American Boy; (3) Banana Plant; (4) The Livestock on the Pampas; (5) Corn; (6) Rice and Wheat; (7) Sugar Cane; (8) Yerbe Mate; (9) A Citrus Tree; (10) A Cocoanut Palm; (11) Brazil Nuts; (12) A Cacao Tree; (13) A Market Scene; (14) Episodes in the Coffee Industry; (15) A Pumpkin and a Squash Vine; (16) Garden Utensils; (17) A Cornucopia Containing the Indigenous Foods of the Americas; and (18) A Banquet Scene Consisting of Indigenous Foods.

Everyone in the class was on a committee whose responsibility it was to produce a mural. A few children worked as a committee of one, but most of them worked in groups. Each committee made a small sketch to the scale of one inch to one foot. This pattern had to be accepted by the art teacher for design, spacing, and color harmony before work could begin on the large paper. Since the murals would hang in the cafeteria where everyone in the school would see them, each child was anxious to put forth his very best effort.

Sketching paper was cut from a bolt to fit each wall space. The children worked on the floor in their room and in the corridors in transferring their pictures from small to large sheets.

As the committees began to work they realized that there were many details which were vague and elusive. They had to consult many different sources of information for needed detail; they had to search for the study pictures. At one time, as the work progressed, nearly everyone was at a standstill for want of visual aids. At the teacher's suggestion each child obtained back copies of the *National Geographic Magazine*

from the library. These magazines were searched for Latin-American topics, and pictures or articles were turned over to the proper person. The children also brought much magazine material from home. Except in one committee, work on the murals was soon resumed and progressed steadily.

The committee concerned with the production of coffee had great difficulty in getting started. Its members went to the University's Inter-American Demonstration Center to see a coffee tree. From the director they borrowed pictures of the coffee blossoms and berries and activities pertaining to the industry. Many good ideas were advanced but did not hang together well. After a group of boys told of visiting the museum where there was a mural depicting episodes in the life of the water fowl, the coffee committee studied this mural for ideas. When they returned, one boy volunteered to make the small pattern. When this was accepted by the art teacher, the whole committee worked together in "blowing it up" on the large sheet. This mural, fitting the space over the steam table, was particularly difficult to make as it was very long and very narrow.

SOME IMMEDIATE OUTCOMES

FINALLY all murals were finished and hung. The class then studied the product of its labors with a critical eye. Each child wrote a criticism of each mural. These were studied by the homeroom and art teachers.

From these papers the homeroom teacher could evaluate the child's ability to express himself and to use the language arts and skills in a functional situation. The art teacher was able to evaluate somewhat each child's knowledge of art techniques. At another period the class assembled in the cafeteria and the art teacher gave his criticisms of the murals. Some phases of the work were unusually good, others not. Some weaknesses could be rectified, while others could be overcome only by making notations so that another effort would avoid the particular errors.

While work on these murals was progressing, the class was enjoying a group of still life prints of living American artists. Particular emphasis was put on such prints using foods or foliage as the motif, as "The Sentinels," by Alexander Brooks, and "Autumn Leaves," by Georgia O'Keefe.

Even before the murals were finished the children began in their minds' eyes to visualize the dining room with the bare walls clothed in their

murals. As they began to attain their goals it was natural for them to want their parents to see and enjoy the murals with them. Very soon it was decided to have a supper of native American foods in the school cafeteria. This decision spurred everyone on to do his very best work. Even the drudgery of checking details for authenticity was cheerfully endured.

At different stages of development the murals were placed in order along the corridor for the study and criticism of all concerned. Any challenge of authenticity was answered with evidence. Under the stimulus of resulting criticism by their fellows and prospective evaluation by families and friends the youngsters worked up to their maximum ability regardless of how tiring or uninteresting certain tasks were. They responded well to criticisms. When attention was called to the fact that in the sugar cane panel the man cutting the cane did not stand out from the sugar cane, the young muralists sought the advice of the art teacher and the weaknesses soon were overcome.

AS THE murals neared completion, the group planned more definitely for the supper. The director of the cafeteria was too busy to plan a banquet for them, but she said that if they would plan the menu, decide upon the number to be served, collect the money, and take complete charge of getting the dining room ready, she would prepare and serve the food. The children were glad to do their part, and began at once to perfect their plans.

A toastmaster was elected by secret ballot, but the teacher appointed committees on table decorations, place cards, menu, entertainment, and program.

This undertaking meant studying in several new areas. The class studied books and pictures on correct table setting, table decorations, place cards, seating, and the entertainment of guests. Furthermore groups had to study menus and recipes. They realized it was necessary to have a meal well balanced in protein, carbohydrates, fats, minerals, and vitamins. In addition to this requirement, it was important to have as much of the food as possible free of ration points. After study and discussion the following menu was chosen: roast turkey, cranberry sauce, snowflake potatoes, sautéed tomatoes, green beans, pumpkin pie, cornmeal muffins, hot chocolate, and salted peanuts.

Each child was made responsible for entertaining at least two people, neither of whom could

be a relative. Each must be responsible for his guests' happiness and must not be dependent upon a parent for his own happiness and security. Guests were drawn by lot. The children further prepared for the party by reading about manners pertaining to table customs, introductions, conversations, and courtesies due older people by children. In various ways their manners were polished in all these areas.

The table decorations consisted of artistic yet childish arrangements of autochthonous fruits, vegetables, nuts, leaves, and grains. The place cards carried Latin-American motifs. Each child in the class had made several different cards. The children whose handwriting was especially good had the privilege of writing the names on the cards. These children, furthermore, had the privilege of writing the invitations to the special guests.

The supper, due to the war situation, was served cafeteria fashion. In this way it was easy for each person to pay for his own supper as he was served. In spite of this informality the table was arranged in the form of a T, banquet fashion.

Some of the children had chosen as topics for talks, native foods which had interesting backgrounds, such as the Irish potato, pineapple, tomato, peanut, and maize. At the close of the meal a skit on rationing was presented.

FURTHER EVALUATION

EVALUATION in the classroom took place on the day following the supper. The children felt they should improve their ability to carry on conversation with adults. They also felt that the speakers should cultivate voices that would carry better.

On the other hand the class felt that the toastmaster and the performers in the little skit did very well. The food was good and the servings were generous. The table decorations were admirable. The children had succeeded in looking after the pleasure of their guests except in conducting conversation. The comment was made, however, that the adults seemed to enjoy talking together and there wasn't any need for the children to do much about carrying on a conversation with them!

From the educator's point of view several values were derived from the experience: (1) the relationship among the parent, the child, the school became more closely knit; (2) the families whose children are classmates became better acquainted; (3) the children became acquainted

with the parents, brothers, and sisters of classmates; (4) there was real opportunity to put into practice such courtesies as introductions, conversations, and table manners; (5) there was a development of poise through introductions, through being master of ceremonies, through making talks, through being responsible for looking after the welfare and pleasure of friends; and (6) there are vast opportunities to use functionally all the school subjects such as arithmetic, reading, language arts, visual perception, and home economics.

In addition to these learnings and technical art learnings, teachers working with the children were able to tell who the pupils are who can work well with others. Teachers were also able to distinguish the relative degree of tenacity in each child, identify the desirable and undesirable work habits which the youngsters have acquired, determine which children have initiative, and distinguish those children who have originality and can put it to work.

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Social Studies Instruction for the Pre-Inductee

Horace Kidger

DURING the First World War, a large group of men about to enter the armed forces of the country was assembled in a hall to hear a speaker and to see a motion picture. The speaker came first. In a twenty-five minute talk he endeavored to state why the United States was at war. From the very nature of things the talk was sketchy and incomplete. The men listened with more than usual attention probably for two reasons. First, they felt that they were supposed to listen. In the second place, many of the men were really curious to know why we were fighting. They were thoroughly aware of the fact that they had to get into the struggle but they knew only in a very vague way what it was all about. The picture was a warning setting forth the possible deplorable results of promiscuous sex relationship.

That evening's program provided the only preparation which those prospective soldiers and sailors had before they entered into a new and very unusual experience. The main difference between the experience of these men and that of other drafted men at that time was that they had a very superficial gesture at preparation. The others had none.

The situation in regard to the present war is decidedly different. This may be due to several causes. In the first place, the draft has reached down to include many of a younger age than it did in the last war. Again, adaptability to army and navy life can be more complete with preliminary training in certain elements of the skills for which such life calls. Moreover, it has been demonstrated that morale has been strengthened

The head of the social studies department in the Newton, Massachusetts, High School, describes and evaluates some of the efforts of secondary schools to prepare youth for military service in the Second World War. The article has some bearing on the arguments currently advanced in favor of compulsory military training in peacetime.

by a more complete knowledge and understanding of the aims and results of the present armed conflict.

The army authorities have called for rigorous physical training to prepare the prospective soldier. In addition, pre-induction courses both in the regular school hours and in afternoon sessions have increased in numbers. These courses, such as pre-chef, electricity, radio, aviation, auto mechanics, stenography, and type-writing, have found a place in many high schools. Such instruction is aimed to point the way toward discovering the aptitudes of the inductee and to give him a background, even though it may be limited in its scope, which will enable him to fit more efficiently into the life of a soldier.

THERE is, however, a decided educational need for morale building in pre-inductee training. Such training should be continuous throughout a pupil's secondary school experience. It should be presented each year and should be not only informative but also functional. It should aim to impart knowledge for more effective teamwork in the armed forces and it should stimulate present cooperative action. This will have a carry-over into attitudes desirable not only for life in the armed forces but also for worthy citizenship in civic life in future years.

The first emphasis should be placed upon the desirability of "carrying on" in school life. In practically every school the teaching staff has been depleted due to the enrollment in the armed forces of both men and women from the faculty. A considerable number of married women, many with former pedagogical experience, have patriotically gone back into teaching to replace those in the nation's service. It should be impressed upon the pupils that the postwar world will call for people with education, and that it is a duty, which every citizen in a democracy owes, to get an education. Democracy

risks or falls upon the intelligence or lack of intelligence of the average person. Hence, as efficiency is paramount in the armed forces, so it is of supreme importance in the extremely essential task of securing an education. This efficiency may best be attained by doing every act to assist new teachers and by cooperative student participation in every phase of school life whether in the classroom, the lunchroom, the assembly hall, or in any other school location. Every pupil should "do his bit" to enhance the welfare of all.

DISCIPLINE AND COURTESY

IT HAS been the common experience of many teachers to have former pupils on furlough returning for a visit to the school, remark that the army life had taught them discipline. This is in keeping with the statement that Thomas Turley of the Boston South End House is reported to have made recently. He said, "Boys around this district are volunteering for enlistment in the Marines time and again for the sole reason they think discipline in the Marine Corps is stricter than in the other branches of the service."

It is a fundamental educational principle that a pupil will tackle a task with greater vim if he knows the reason for its being undertaken. In the armed forces, however, an explanation of the aim of each action would defeat the goal sought due to the lack of secrecy. A soldier is impressed from the start with the need for implicit obedience to commands. Democracy in school life calls for an explanation of the reasons for school laws and seeks student zeal in improving such rules. Yet in school life there is no justification for confusing liberty with license. Exact compliance with school regulations is essential for efficiency. A pupil should be made conscious of the fact that the orders of the faculty call for obedience.

Army life emphasizes courtesy. The army demands saluting and the use of the word "Sir." It is very important that proper respect be shown to one's superiors. There is no greater disservice, not only in training a pre-inductee for life in our armed forces, but also for taking a proper place in civil life, than to allow a pupil to feel that comradeship and kindness lead the way to familiarity and disrespect. That teacher whose craving for popularity causes him to permit a pupil to call him by his first name, or to disregard the respect which is due to his position, is giving a sorry preparation for a boy about to enter the armed services.

DEMOCRACY

IT MAY sound trite to say that every American should have a knowledge and appreciation of democracy. It is extremely important that an inductee should be aware not only of the essentials of democracy but also of the obligations and responsibilities involved. He should become acquainted with the basic differences between the fascist ideas and the ideals for which America stands. He should have impressed upon him that, "Democracy is a system of living and of government which is based upon the rights of individual liberty. Democracy provides for the rule of the majority, but it also provides for the protection of the minority. It encourages freedom of speech, freedom of the press, and freedom of conscience. It offers opportunity to all to advance according to ability. It entails the obligation to hand on those rights and privileges which allow the greatest amount of well-being and culture. Finally, democracy stands for tolerance and for cooperative citizenship."¹

Mussolini once said, "Fascism denies that members, as such, can be the determining factor in human society." Hitler wrote, "The national state must work untiringly to set all government, especially the highest—that is, the political leadership—free from the principle of control of majorities."

Stated briefly, America stands for the individual with his privileges and obligations whereas fascism stands for the regimentation and suppression of the individual. The inductee must be made conscious that he is to become a crusader to help maintain the rights of free men.

It is paramount, further, that the boy about to enter the war be familiar with the way that the clash of conflicting ideologies has caused both world wars. In dealing with this subject the Newton High School Civics II outline has these main headings:²

THE WORLD WAR AND ITS BACKGROUND

- I. Underlying Causes for World War I
- II. Immediate Causes for World War I
- III. Trends of World War I

¹ Horace Kidger, *Problems of American Democracy* (Boston: Ginn, 1940), p. 527.

² Of value also is the Teachers Guide by A. W. Troelstrup, *Teaching War and Post-War Problems* (New York: Public Affairs Committee and Foreign Policy Association; distributed by Silver Burdett, 1942. 15 cents). See also Educational Policies Commission, *What the Schools Should Teach in War-Time* (Washington: National Education Association, 1943. 10 cents).

- IV. Peace Ending World War I
- V. Germany after the War
- VI. Hitlerism
- VII. Causes for World War II
- VIII. Trends in World War II.

IT IS very imperative that there be a thorough analysis of the principles set forth in the Atlantic Charter and in the Four Freedoms. If these pronouncements can be made living verities, future war may be avoided. Such a study will emphasize in the mind of the inductee the need for world democracy.

Many people were sincere, at the time of the First World War, in believing that it was a "war to end wars." Then came the disillusionment. After the present war, there must be an even firmer desire for a lasting peace. It will give a young man about to enter the armed forces a keener realization of his mission if he is thinking about "making the world safe for democracy." He should explore the strengths and weaknesses of the League of Nations, discuss the future treatment of the conquered nations, analyze Streit's *Union Now*, become familiar with the regional plans for world stabilization, and be alert to discover and weigh other peace plans and problems.³

The greater part of the program outlined thus far calls for a knowledge of place geography if it is to be understood. However, the study of geography would be superficial indeed if it ended there. Geography should be the framework on which is built international understandings, appreciations, and a broader tolerance of the point of view and ideas of people of other nations. Members of our own armed forces are located in many foreign lands. It is well that the inductee know more about these lands. Such knowledge may overcome prejudices. It should

³ See *Citizens for a New World*, Fourteenth Yearbook of the National Council for the Social Studies. (Washington: National Council for the Social Studies, 1944. \$2.00).

create also greater respect and admiration for his comrades in arms from other countries.⁴

Finally, there are two other phases of pre-inductee training which have great value. The first entails a study of the branches of service and a second calls for a knowledge of the organization and workings of the Selective Service System. Of especial value in this connection is "The Story of Michael J. Kelsey,"⁵ which sets forth the military career of a typical soldier from induction to discharge from the armed services.

SOCIAL STUDIES instruction for the inductee should be dynamic, emphasizing the place of cooperative school citizenship in the war effort. It should stress the need for courtesy and also the demand for obedience. The pre-inductee should have an awareness that he is to help uphold the cause of democracy as opposed to ideologies which limit individual freedom and action. He should know how the conflict of ways of thinking and of life resulted in the two World Wars. He should aim at greater international mindedness and at a more embracing toleration and respect for international differences. He should be familiar with the geography which leads toward appreciation of other lands and peoples. He should investigate the postwar problems and become familiar with plans for world adjustment. In short, social studies instruction for the pre-inductee calls for present purposeful citizenship and for an appreciation of the ideals which he is called upon to defend.

⁴ Many helpful suggestions may be found in "A War-time Program in Social Studies for New England Schools" recommended by a Group of Sixty New England Teachers, issued by the Graduate School of Education, Harvard University, Cambridge, Massachusetts. It costs 50 cents per copy. See also "The Social Studies Mobilize for Victory" (Washington: National Council for the Social Studies, 1942. 10 cents).

⁵ *Army Technical Manual No. 12-250* (Washington: U. S. War Department, October, 1942. 50 cents).

If we wish to protect our nation and our democratic way of life, we must have a state of military preparedness which will enable us to take effective military action in the shortest possible time. . . . The youth of the nation must have had the greater part of its military training before mobilization. [Without a large standing army] this can only be done through a system of universal military training . . . under which all of the physically fit young men of the nation would be given continuous training for one year. [The adoption of such a program] would be the strongest possible assurance to the rest of the world that, in the future, America will be . . . able and ready to take its part with the peace-loving nations in resisting lawless aggression and in assuring peaceful world order (Secretary of War Stimson, Letter to Citizens' Committee for Universal Military Training, August 15).

The Case Against Conscription

Irvine Kerrison

THE compulsory military training issue offers teachers two choices. They can be expedient, or they can be courageous. If they choose the dangerous route of expediency, however, because they feel that Congress has made up its mind to pass legislation setting up peacetime conscription, or because they believe that majority opinion favors peacetime conscription, teachers will put themselves in a detrimental position.

The opinion that peacetime conscription has mass support is open to question. True, interests favoring such regimentation are drumming the idea. Cabinet members and large newspapers are endorsing conscription. Some of our leaders even have tried to dress it up as social service, forgetting, apparently, that *effective* military training cannot be mixed up with national service such as that once afforded through the CCC program.

But carefully nurtured minority opinion often can be made to look like majority opinion. Only a people's referendum would give a true picture of the nation's sentiment. And such a referendum might well be considered, for the acceptance or rejection of militarism is of immeasurable importance to our future.

THE THREAT TO PEACE

THESE days we hear much of the possibility of winning the war and losing the peace. Educators' support of peacetime conscription might well be looked upon in the future as an indication that they helped to do just that. The reasons are obvious.

Peacetime military training would be uneconomic. It necessarily would decrease disproportionately public funds available for expenses of education and other social service. Its efficiency is at least open to question. France tried "cheap" conscript armies, legions that did

without planes, tanks, and other expensive competitive armaments, before 1940. France fell in six weeks.

Peacetime military training would be authoritarian. It would regiment young minds at just the time those minds should be engaged with intelligent analysis and constructive criticism of our way of living. Military discipline would not harmonize with free thought and the free exchange of ideas.

Peacetime military training would be defeatist. It would create a mind-set which looked toward war as the inevitable means of settling disputes. Moreover, it would glorify the nasty business of war through its uniforms, parades, girl colonels, and military balls.

Peacetime military training could harm workers' organizations. Young workers, after their military training, would be placed in the Reserve. In order to break a strike it would be within the government's power to order strikers into the Reserve and then send them back to their jobs in uniform. This did happen in France.

Peacetime military training would increase, not decrease world unrest. Every nation would claim that its own militarism and conscription were for defense of its boundaries and "legitimate interests." No nation would believe that of its neighbors.

Peacetime military training would make mockery of United Nations plans to preserve peace. Recently, the "Big Four" made public a "grand design" for disarming completely Germany and Japan. This, they say, will prevent future aggression. Why then the fervor for peacetime military training?

THE HEALTH ARGUMENT

WHILE we must surely admit that the foregoing statements are true statements, we must also admit that advocates of conscription advance tempting arguments for their position. Those arguments, which look so good when first seen or heard, collapse when analyzed.

Advocates say that conscription would improve the health of our youth. While the fact that 40 per cent of the young men examined

Arguments against compulsory military training are advanced by a member of the social studies department in Northeastern High School, Detroit.

during the first year of our present draft system were rejected on medical grounds indicates that something must be done, the assertion that one year of military training given to a selected proportion of the population at age eighteen is that something is scientifically absurd. Figures showing that only 10 per cent of college students had ever had a course in hygiene in either high school or college, that not over 6 per cent of American youth have regular physical examinations, and that only 30 per cent of American youth disabled by serious diseases get hospital care demonstrate that only an increased standard of living and adequate medical facilities for all will improve the health of the nation's children.

Much ill-health is caused by lack of proper food. If we can make it possible for all Americans throughout their childhood to have the kinds and the quantity of food necessary for good health and to receive adequate medical care, and if we can educate our youth to an understanding of healthful habits of living, we shall accomplish far more toward improving the health of the nation than could be accomplished in a year of military training for those youth who are already in relatively good condition.

DISCIPLINE, SECURITY, AND DEMOCRACY

ADVOCATES say that conscription will provide the discipline that today's delinquency figures indicate is needed by youth. But should not the responsibility for character training rest on the home and the school? It is true that the school has not done as good a job in this respect as it should. But every teacher knows that character training—or discipline—requires more time and more attention to the individual child than is possible in most of our schools today, with their large classes and their inadequate allowance of time for the teacher to give the necessary individual attention. If we are to have enough teachers to make real discipline possible we shall need more money than is now spent for schools; but it would cost even more to provide compulsory military training. And the moral environment in a good school should be at least as favorable to the development of good character as that in a military camp. Many of our discipline problems arise among children who must live in crowded quarters, with inadequate provision for play space and for wholesome living. But compulsory military training offers no solution for the poor home conditions which so often result in delinquency.

Advocates say that conscription will bring

security to the country. But did it bring security to France in 1940? The history of nineteenth-century wars is ample illustration that competitive armament brings fear, hostility, and aggression, not security. Modern conscript armies were first used by Napoleon against Europe, then by Prussia against France, finally by all Europe. In this century, the introduction of R.O.T.C. in American colleges was the excuse used for the passage of the Japanese Students Preliminary Training Act of 1926, and rising Japanese militarism forced American rearmament. As one writer has put it, "The security of conscription and competitive armament is the security of the powder key—no matter whose is larger, both can blow up on the same match."

Advocates say that conscription will promote the democratic spirit. And they point to the democracy inherent in a situation where rich and poor alike get the common experience of time in the army. But would it not be more democratic if we bridged the vast gap between rich and poor by turning our energies and resources no longer to war but to the conquest of poverty? Does our present draft system promote democracy when it extends Jim Crow to thousands more of Americans, when it prevents millions from exercising normal citizenship rights (petition, legislative pressure, free speech, and in many cases the ballot), and when it imprisons thousands of conscientious objectors?

A POSITIVE APPROACH TO PEACE

NO, EDUCATORS cannot afford to support militarism. Social studies teachers particularly should know that "preparedness" brings war, not peace. All teachers should recognize that the real solution to the war problem is contained in the building of a less selfish and more equitable society.

If, instead, during this "peoples' war" to "preserve freedom," educators blithely proceed to help sow the seeds for World War III by supporting conscription and other handmaidens of imperialism, they will not be keeping faith with the millions of people everywhere who depend upon them for the dissemination of truth and knowledge. If they accept peacetime military training, they will admit that they see no better future for mankind. They will be saying, in effect, "We have no faith that this war will settle anything."

Honest thought on the question will demonstrate to teachers that peace and justice will not be enforced in the postwar world by strong-arm

methods. They can see that societies exist and are orderly because the cooperative forces are stronger than the divisive forces in human nature. They know that military machines that are supposed to be a police-like threat to aggressors do not function as such. Military forces are not real police forces; they are trained for destruction, not for restraint. Teachers understand that interference in the affairs of other nations with armed forces inevitably will create the makings of a war of revenge.

Teachers unqualifiedly should come out against conscription. They should state two beliefs. First, means determine ends. Building for war will bring war, not peace. Second, good treatment begets good treatment. The peoples' problems are pretty much the same the world over. If we treat other peoples well, in the long run, they will treat us well.

Rather than follow the negative approach implied by conscription, teachers should hold to a positive and constructive approach. They should ally themselves with those who would create an international organization that would (1) provide a real international *police* force to preserve peace among nations; (2) provide for control of raw materials; (3) plan for industrial production and markets; (4) discuss and plan for tariff controls and migration; and (5) fix a world monetary policy.

THE BILLS BEFORE CONGRESS

DURING the next few crucial months, educators should keep informed on the various conscription bills now before Congress. Two of these bills, the Gurney-Wadsworth Bill (H.R. 1806) and the May Bill (H.R. 3947), have been in committee and are just about due for action. H.R. 1806 provides for the induction into the army or navy for training for one year of every male citizen and resident alien when he reaches the age of eighteen years, and for additional service in the Reserve for a period of four years. H.R. 3947 provides for induction at age seventeen or immediately upon high school graduation—whichever occurs first—and for “refresher” training as often and for as long as the discretion of the administration might require.

These two bills are hastily constructed straight compulsory military training bills—bills of the worst possible type. Yet, because it is very doubtful that Americans would accept such legislation had they the time to give it sober thought, the powerful interests pushing the conscription campaign are doing everything possible to get any conscription statute on the books while the American people are engrossed in the war effort.

American teachers have a moral obligation to stand firm against the pressure now being put on by these advocates of peacetime military training.

(2) *Longtime military necessity*—Since the proposed year of compulsory military service is not a question of immediate military necessity, it must be appraised in long range terms. In these terms, it is clearly impossible at this time to debate fairly and intelligently the question of whether compulsory military service is a national military necessity. No one can foresee the international situation which will exist when Germany and Japan are defeated. Neither the international political nor the international military situation can be calculated while the war is still in progress. Prophecies on this subject and debate thereon at this time may prove detrimental to sound national policy and to the unity of the United Nations.

(3) *Policing the peace*—When this war is over, it may be necessary to maintain a large standing army to police the peace, and this may force us to adopt compulsory military training. No one is in a position now, however, to forecast fully the international responsibilities that relate to the occupation of foreign territories. Until the post-war national situation is clarified, it seems to us extremely unwise and even dangerous to commit the nation to such a revolutionary change in fundamental national policy as would the establishment of compulsory military service.

(4) *The American military tradition*—Our American democratic tradition is strongly set against a large standing army. We, along with the great body of Americans, will support a year of compulsory military service when we are convinced that the safety of the nation requires it. We are unreservedly for adequate preparedness, but we see great dangers in any unnecessary break with our tested democratic tradition respecting compulsory military service in times of peace . . . (Educational Policies Commission and Problems and Plans Committee of the American Council on Education, Joint statement adopted March 13, 1944).

The Social Studies in Perspective

Ralph W. Cordier

SOCIAL studies teachers have been on the homefront firing line in the wartime crisis. We have found it expedient or essential to adjust our teaching and materials to the requirements of the crisis through which we have been living. We have been asked or have seen fit to introduce new units of study into our program or have placed a new emphasis upon some of the things we were doing. This is as it should be.

Inherent within this situation, however, is the danger that we may become unduly contemporaneous in our viewpoint and in the scope of our work. Admitting the necessity and wisdom of adjusting our program to the requirements of the time, it is suggested that we pause to consider our long-term purposes along with their possible bearing upon the present situation. This may enable us to differentiate those present trends that are likely to prove transitory from those that hold the promise of enduring contributions. It should enable us to fit some of the latter into parts of an existing program which may be more important today than they ever were before.

ENVIRONMENT AND CULTURE

THERE are certain basic points that we as teachers of the social studies need to recognize and remember whether in a time of world-wide conflict, economic depression, or so-called normalcy. The first is that we are working with children who come to us in the early grades with unequal amounts of knowledge, variously acquired and organized, with varying capacities for learning and growth, but with tendencies toward action which serve as the mainsprings to learning and a fruitful experience. We are responsible in a large degree for the direction of their growth and maturation.

These suggestions for the better articulation of history and social studies courses at different levels of instruction, together with related suggestions for responding to new demands, are contributed by the head of the department of social studies in the State Teachers College at Clarion, Pennsylvania.

The second main point to remember is that in directing the growth of boys and girls through the social studies, a foundation must be laid before they can understand the world in which they live and before they can consider profitably present problems, some of which baffle even their elders. One aspect of this foundation is that students be given, first, an understanding of how man has learned to use the earth on which he lives. This calls for a study of how man has adjusted to the physical environment and of how he has reshaped this environment to meet his many interests and needs. It calls for a study of the movement and migration of individuals and people over the earth and into new areas. It requires an understanding of the remarkable growth of population within recent centuries, and of its present distribution. The growth and distribution of population reflect man's increased knowledge, expansion of social skills, and technological advancement. This growth and these developments carry with them, however, both the possibilities of a more fruitful life and the seeds of group conflict on a world scale.

A second aspect of this foundation is that students be given an understanding of how man has learned to live on the earth. This implies some understanding of our biological heritage as reflected by racial traits and capacities, and an understanding of our cultural heritage as reflected by the basic patterns of the several broad types of civilization into which we are born and in which we have our being. It calls for a study of the ways in which men have learned to live in groups ranging from the neighborhood to the nation, and for an understanding of such basic institutions of society as the family, school, government, and religion. Men have evolved certain generally accepted forms of social control such as customs, folkways, social conventions, and standards of value. They have formulated laws and rules to direct the game of social living. They have evolved a social structure characterized by organized governments, social stratification, and economic organization. It should be seen that human living irrespective of time or place has been characterized by a degree of unity

and continuity. Each passing age has set the stage for the one that followed.

These are some of the basic understandings that each generation of students must learn anew, whether they are privileged to pass their youth in a time of normalcy or whether it is their misfortune to spend it in an age of depression or social conflict. These understandings systematically acquired and effectively organized will help the maturing student to orient himself to his world, to take advantage of its opportunities, and to make his contribution to its betterment.

HISTORY

AREFERENCE to history, the core subject among the social studies, will serve to illustrate further the need for perspective in our work and within our fields as teachers of the social studies. Let us consider the objectives that we seek through the teaching of history.

(1) We encourage critical thinking on the part of students by showing them how to find essential information, distinguish between primary and secondary sources in an elementary way, recognize the relationship between cause and effect, construct an acceptable account, and develop the capacity for suspended judgment.

(2) We promote an appreciation for our social heritage by stressing the continuity of history and by developing a sense of time so that students will judge men and events in the light of the age in which they lived and occurred.

(3) We encourage the development of a social consciousness or point of view by helping students to see our dependence upon the past, the growing interdependence of the modern world, and by defining their personal relationship with past generations.

(4) We seek a perspective for understanding contemporary problems by tracing the chain of events which led to them and by observing the form that some of them assumed in other times.

(5) We promote international understanding by a study of the contributions of other peoples and nations to our present culture and through a recognition of the motives and interests which have given and still give rise to international conflict.

(6) We develop a reasoned patriotism and intelligent citizenship by achieving moderation and a sense of balance through understanding.

These basic objectives and related ones which we seek through the other social studies are worthy of enduring consideration. Their in-

creased significance in this time of crisis is attested by the current demand that we teach more history and geography as well as more of the other social studies. At the same time we are introducing new units for special study. Among these are units on Latin America, the Far East, war and peace, postwar reconstruction, citizenship, racial tolerance, and such as have been organized under the Victory Corps Program. Some of these are of enduring worth and should be incorporated into the social studies program.

PROBLEMS OF REORGANIZATION

WHERE the social studies are already a "constant," required in each year of the elementary and secondary program, they already utilize as much of the time given to the total school program as may be justified. A continuation of much of what we have been doing and the introduction of new emphases and units of study will therefore necessitate some recasting of the social studies program. Such a reorganization should be guided by evaluation of what we have been doing and a consideration of present innovations with the view of incorporating those which possess enduring values. Space will allow only a few concrete examples of this attempt at a new perspective in the social studies.

The Report of the Committee on American History in Schools and Colleges¹ represents a frank and bold attempt to seek a new perspective such as is proposed here. A major feature of this study is that it dealt with American history at the elementary, junior high school, and senior high school levels. It suggests the appropriate purposes, emphases, and areas of study for each level. The elimination of unnecessary duplication and the provision for planned repetition in a subject which is taught at different levels permit a greater fullness and depth of treatment. Further, this affords the opportunity for new emphases.

A similar study should be made of world history. The time is ripe, for the tide of time and circumstance is carrying us on either to a new world order of international cooperation and security or to one of continuing chaos and conflict. In either case we shall probably hear in the near future that more world history should be taught in our schools. The present program in world history neither provides a satisfactory background to nor an adequate understanding of the modern world. Several observations will bear this

¹ New York: Macmillan, 1944.

out. In many schools a course in old-world background is given in the fourth grade. The course is organized according to a rather rigid chronology stressing the rise of peoples and empires from the Egyptians through the Near East, Greece, and Rome and ends with a study of the Middle Ages. It serves as a background course for fifth-grade American history. The sixth-grade course covers the same fields differing mainly in depth and extent of treatment. At the ninth- or tenth-grade level the student is likely to spend a semester or the better part of it with old-world background again. If only one year is given to world history in the high school the student will have had little more than one semester for the study of the modern world.

It is suggested that the fourth-grade course be made a simplified introduction to history, relating how men learned to improve their ways of living long ago and how these ways of living bear upon and differ from our ways of living. Attention should be given to the element of time, the making and keeping of records, and the gradual replacement of dependence upon nature by dependence upon group and community living. The course would still serve as a background for fifth-grade American history.

If the recommendation of the Committee on American History is accepted as a pattern for the middle grades, the sixth-grade course in world history might well begin with a one-unit review of what was covered in the fourth grade. Its main stress, however, should be placed upon the modern development of selected peoples, areas, and nations. The treatment, sufficiently simplified, should emphasize the similar and contrasting ways in which people have come to live in the selected areas of the modern world. The course would serve, therefore, as a contemporaneous backdrop against which to rest the study of American history in the junior high school. Furthermore, it would result in giving the elementary pupil a completed view of the past and a fuller foundation for the study of world history in the high school.

The foregoing pattern of world history in the elementary grades should be followed in the high school with a course in which stress is placed upon modern world civilization. It may open with a summary consideration of the beginning and spread of Western and Oriental civilization and the establishment of modern nations. Then it should emphasize the growth of modern science, changing economic patterns, the rise of democracy, nationalism, imperialism, militarism,

diplomacy, and the growing economic and cultural interdependence of the modern world.

IGNORING, for lack of time and space, the rightful place of the other subjects in the program of social studies, a word should be said relative to the place of new units within the program. Briefly it is asserted that many of these should be incorporated into existing courses in the form of a new synthesis or refreshing emphasis. The elements of such a unit as *Our American Neighbors* can be fitted effectively into the American history course. It is the most effective way of dealing with these elements in their historical setting. Our best teachers and textbooks are employing this approach today. Similarly, elements of units on the Far East should be fitted into world-history courses.

Probably the most glaring examples of historical detachment are the present attempts to teach racial tolerance and the concept of globalism as special units of study. There are many unique historical examples of racial conflict and tolerance. It need hardly be said that they cannot be understood apart from their historical setting. Globalism is not something that descended upon us from out of the blue. It is a climactic phase of a movement that started in the dim past when someone conceived the idea of the wheel. Rolling through the centuries, making one discovery and invention after another, man has discovered just recently that time and space have been obliterated and that the world is little more than a boisterous neighborhood. Globalism is a present phase of an age-old development which might well be used to attach significance to the many incidents which shaped that development.

The character of some of these units of study suggests still another way of dealing with them. They relate to the general problem of postwar reconstruction. They stress citizenship, racial tolerance, globalism, and the social, economic, and political cooperation essential to winning the peace. Since this constitutes the major problem of democracy today would it not be desirable to arrange these unit materials in the form of a major study to be undertaken as the concluding phase of the twelfth-year course in the problems of democracy? Such reorganization, if we can maintain perspective as we eliminate unnecessary materials and wasteful duplication of treatment and recognize the needs of pupils today can do much to develop a fuller understanding of a world now in the making.

The Veteran Comes Back to Hometown

Ruth G. Weintraub and Rosalind Tough

YOUR soldier will be one of 10,000,000 to be demobilized after the cessation of hostilities. He will not be just the boy who left Hometown back in 1941; he will be a few years older, in many ways more mature. His experiences have taken him to the far corners of the earth. He may have served in the African campaign or in the Philippines; perhaps he has fought at Attu or on the Normandy front. For him the transition from GI life to the daily routine of Hometown will not be easy. But just as the government of the United States was ready to spend billions to turn your Hometown boy into an integral part of an efficient fighting machine so now it is ready again to help him to become a first-class citizen of his civilian community.

THE GI AND THE SEPARATION CENTER

THE soldier, back from overseas, has looked forward to rapid demobilization and is impatient about every red tape delay that keeps him in the army. But he is by no means finished yet with this red tape, much of it of a very useful variety.

Just before demobilization, the soldier is sent to his last army camp in the United States—the Separation Center nearest his home. It is here that representatives of the Veterans Administration advise him as to available benefits under the GI Bill of Rights and under other acts of Congress. It is here that he secures counseling on possible job opportunities or an additional necessary schooling for his life's work. It is here that

Many teachers will be called upon to advise younger veterans who return to school after their release from military service, and may be in touch with the families of older veterans. This summary of provisions and programs developed for men and women returning from the armed forces is contributed by two members of the faculty of Hunter College in the City of New York.

he receives a so-called report card—a record for future employers describing his pre-army experience and his GI activities. Armed with this report card he goes into civilian life to contact employment agencies and prospective employers.

THE OLD JOB OR A NEW ONE

BACK in Hometown, Main Street no longer looks the same to the veteran, nor does the corner drug store, and the local bank in which he had a pre-war job. The war has changed the ex-soldier. He asks himself: "Am I content to return to my job as a bookkeeper, to sit at a desk eight hours a day?" If the answer is "yes," under the Selective Service Act he has a claim on his pre-war position with no loss in seniority rights. Special machinery, set up in 6,450 local draft boards throughout the United States, exists to facilitate his re-employment.

If the answer is "no," the re-employment situation becomes more complex. According to the results of recent surveys in army camps, two out of four soldiers want new jobs in the postwar world. The ex-bookkeeper while overseas, has acquired a new perspective; he has been initiated into the mysteries of Radar or has learned to break a German code. In his world of changed values the proportions of the old bank job have somehow shrunk. For this veteran, any one of the 1500 local offices of the United States Employment Service is ready with information about available positions. Here he is told that he is "preferred" in local, state, or federal employment. In other words, his service in the army entitles him to special consideration if he wishes to become a governmental employee. In addition, potential jobs in industry are brought to his attention; trained vocational counselors continuously canvass the employment market, make contacts with management and discover vocational aptitudes and desires of the applicants.

A job for every veteran either with government or industry is the objective of the United States Employment Service. But the American economy,

which will receive terrific jolts during the transfer from war to peacetime production, undoubtedly will not be ready with employment for each of the millions of members of the armed forces who will become veterans.

FEDERAL FUNDS AND THE TRANSITION

WASHINGTON has supplied two types of axle grease to facilitate the transition from military to civilian occupations; this takes the form of mustering out pay and Federal unemployment insurance. One hundred dollars at the time of discharge is available to every veteran who has been in the service less than sixty days. If he has served a greater length of time in the United States or Alaska, two hundred dollars is granted in two monthly installments. Overseas service for the longer period entitles him to mustering out pay of three hundred dollars also paid in monthly amounts. Registration with his local employment office, does not guarantee the veteran a job; or, if he has obtained a job, there is no assurance of continued employment. In either case the veteran needs help. The government considers Federal Unemployment Insurance to be part of the basic rights of the GI. From the point of view of the ex-soldier, twenty-dollars a week for a maximum of one year (determined partially by the length of the veteran's service in the armed forces) may mean self-sufficiency in contrast to dependence upon "handouts" either from friends or from the community.

SCHOOL AT GOVERNMENT EXPENSE

IF THE army's estimates are accurate, a maximum of 1,000,000 veterans will choose to go to school in the post-war world, thus about one in ten of the demobilized soldiers will obtain training either at the college level or in a technical school. The Federal government will pay the bill; education too is considered to be a GI right. Thus if the Hometown boy was not over twenty-five years of age when he entered the service, the government regards his education as interrupted by the war and provides that, if he so desires, he can complete it after demobilization. Actually fees and tuition are paid up to a maximum of \$500 a year and a monthly allowance is granted—\$50 for living expenses plus \$25 for dependents.

Should a veteran have served in the armed forces a sufficient length of time and should his school work indicate promise, this assistance may be continued for a period up to four years,

enabling him to obtain a complete college or technical education at government expense. Veterans who were disabled while in the armed forces are entitled to even more generous stipends if they desire an education which will rehabilitate them vocationally.

HOSPITALIZATION AND PENSIONS

VETERANS ADMINISTRATION stands ready to supply the disabled ex-soldier with anything from a seeing-eye dog to an artificial limb. If his disability has been incurred in the army, he is entitled to receive these aids plus hospitalization and medical treatment at government expense. One of the fifty-three regional centers of Veterans Administration covering the United States and its outlying territories is equipped to serve him. For needy veterans with disabilities, which did not arise from their army experience, the government provides similar medical services.

At a local office of Veterans Administration, the ex-soldier, disabled in service, may apply for a pension. Payments under the low range from ten dollars a month to a possible maximum of two hundred and sixty-five dollars in the case of "double total disability," the loss of both feet combined with the loss of both eyes. If a veteran has dependents, he continues to receive his monthly pension, even though he is in a hospital; if he has no dependents, the amount is reduced during this period.

LIFE INSURANCE

LIFE in the army entails extra risks for the GI. In recognition of this the Federal government has provided for a special National Service Life Insurance Policy in amounts ranging from \$1,000 to \$10,000, sold to the soldier at low cost. On demobilization, it is to the advantage of the veteran to convert his war insurance into an ordinary life policy.

FARMS AND HOMES

IF ON return to Hometown, the veteran wishes to buy a farm, build a new home, or repair an old one, the Federal government will help him. A veteran "back to the land" movement has popped up in every postwar era both here and in Europe. The period following the Second World War will be no exception. The Veterans Administration has just published the regulations under which the ex-soldier is eligible for a twenty-year loan, which is to be partially guaranteed by the Federal government; eligibility

requirements include at least ninety days' active service and a discharge from the army that is not dishonorable. If the veteran is considered to be a good risk by his local bank, this loan application will be forwarded to the Veterans Administration which will pass upon the ex-soldier's eligibility.

The loan will be made at the low rate of four per cent interest with a government guarantee extending up to fifty per cent of the total but in no case more than \$2,000. What this means to the veteran is that the bank will accept this guarantee in place of the usual cash investment. The banker is assured that under these circumstances, the veteran's dreamhouse or farm constitutes a good credit risk. To smooth the path of the ex-soldier during the first year of the venture, the government will pay the interest on that part of the loan which it underwrites.

BACK TO HOMETOWN

DOES the veteran need more protection in the postwar world or can it be said that he has an abundance of riches? Mustering out pay, protection of the rights of the ex-soldier in his old job, employment counseling so essential to the finding of a new position, veterans' preference in government employment, federal unemployment compensation, school at government expense, free hospitalization and medical benefits, low cost life insurance and guaranteed loans for a farm or a home all add up to an impressive total.

Well-rounded as the program appears, it would be too optimistic to assume that all organized groups are satisfied. Veterans' organizations will not be content until there is a bonus for the ex-soldier of World War II. Organized labor feels that the provisions of Selective Service Act are inadequate; for the majority of veterans there is no effective assurance that the old jobs will be available in the postwar world. The Extension Services of the Department of Agriculture have expressed fears about the loan features of the new legislation; they are concerned that the ex-soldier will be encouraged to become a landowner on a shoestring at the peak of real estate prices. As a counteracting influence, protective committees have been organized to check land values in two thirds of the counties of the United States.

In Hometown, will the veteran find answers to the questions which will arise in his transition from GI life to that of a civilian? Veteran Infor-

mation Service Centers have been set up in various cities with the objective of centralizing the information, guidance, and services of a host of agencies. However, with the Army, Navy, Selective Service Administration, War Manpower Commission, the Veterans Administration, and a multiplicity of other agencies, both governmental and private, all concerned with the demobilization process, GI Joe will undoubtedly become bewildered. Community experts are not at all hopeful that even the well meant Veteran Information Service Centers will be able to straighten out the administrative tangle.

Life in thousands of Hometowns will be influenced to no small extent by the physical condition of these ex-soldiers, by their educational qualifications for their life work, by their ownership of homes, farms, and businesses and by the extent to which they are cared for when unemployed. To guarantee the ex-soldiers these minima of security were the objectives of the GI Bill of Rights and other veteran legislation; the well-being of ten million veterans will do much to determine the character of the American postwar world.

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State Veterans Laws, House Committee, Print no. 9, 77th Congress, 2nd Session, U. S. Government Printing Office, Washington, 1942.

Notes and News

NCSS Annual Business Meeting

President I. James Quillen presided at the business meeting on Saturday afternoon, November 25, at the Twenty-fourth Annual Meeting of the National Council for the Social Studies in Cleveland. Items on the agenda included reports of the President, the Executive Secretary, and the Editor of *Social Education*, the election of officers for 1945, and the passing of resolutions.

PRESIDENT'S REPORT

President Quillen reported that the financial position of the Council had improved, as reflected in the report of the Executive Secretary, and that the National Council had been fortunate during the past year in securing grants from outside sources to aid in carrying out the program of the Council. A grant was received which helped finance the production of the Resource Units in the "Problems in American Life" series; the Commission to Study the Organization of Peace contributed \$1,000 towards the cost of producing *Citizens for a New World* under the editorship of Erling M. Hunt; and the NEA War and Peace Fund contributed \$700 to cover in part the expenses of preparing the statement on postwar policy for the social studies entitled *The Social Studies Look Beyond the War*.

In the year ahead the National Council is to receive continued financial assistance from outside sources. The National Conference of Christians and Jews contributed funds to cover the expenses of the Saturday afternoon session of the Twenty-fourth Annual Meeting at Cleveland dealing with the theme, "Broader Realization of Democratic Values." Proceeds from this grant will also be used to cover the expense of publishing the addresses of this session which will be distributed free to all members of the National Council. Another grant from the National Conference of Christians and Jews has been made available to the National Council to publish a volume in the field of intercultural relations. Plans for preparing this volume are well under way. The Consumer Education Study of the National Association of Secondary-School Principals is making funds available to the National Council to prepare a bulletin on the place and nature of consumer education in the social

studies program with specific suggestions for social studies teachers as to where and how consumer education can be introduced within the present framework of the social studies program.

The success of the work of the Finance Committee under the chairmanship of Howard E. Wilson is reflected by the balance of nearly \$2,000 in a special publication fund which was contributed by loyal supporters and members of the National Council.

During the past year the National Council held joint meetings with the American Historical Association in New York City on December 30, 1943; with the Mississippi Valley Historical Association in St. Louis, April 21, 1944; and with the National Education Association in Pittsburgh on July 4, 1944. Plans are under way for joint meetings this coming year with the American Historical Association in Chicago on December 28; with the American Political Science Association in Washington on February 3; and with the Mississippi Valley Historical Association in Bloomington, Indiana, in April.

During the coming year increased emphasis is to be placed on increasing membership and carrying out an expanded publications program.

EXECUTIVE SECRETARY'S REPORT

Merrill F. Hartshorn reported that as of October 31, 1944, the end of the Council's fiscal year, the National Council had cash resources of \$5,259.09. Of this amount \$1,992 is in the special publications fund raised by the Finance Committee, \$2,099.26 represents the surplus from sale of resource units, and \$1,167.83 is in the regular operating account. In addition the Council has \$207.73 in royalties accrued receivable from the sale of the report, *American History in Schools and Colleges*. This represents a considerable improvement in the financial position of the Council over one year ago.

Membership returns showed an increase of 162 members during the past year. An analysis of this gain shows that this increase has come largely from joint memberships taken in the National Council through local or state councils affiliated with the National Council. Plans for the coming year envisage closer working and co-operation with local councils in an effort to

further increase memberships from this source. Such a procedure will be mutually beneficial to the National and local councils.

During the past year the National Council aided in securing speakers for meetings of various local and state councils. This service will be continued during the coming year and councils desiring speakers are urged to contact the Executive Secretary well in advance in order to allow time for planning itineraries.

The Editor of *Social Education* reported continued effort to give attention to the elementary as well as the secondary program in social studies. In general material dealing with the secondary schools, with American history and problems, and with international relations is easy to obtain. More articles concerned with the elementary school, the junior high school, world history, and early American history are needed. Many state and local organizations send in news items systematically but others do not.

It is still necessary to draw on the reserve funds of *Social Education* to meet an annual deficit, though the amount of that deficit grows less each year. As the membership of the National Council rises the circulation of *Social Education* also rises automatically, but we need more members and more subscriptions in order to place the journal on a self-supporting basis.

ELECTION OF NCSS OFFICERS

The following officers were elected for 1945 on the recommendation of the Nominating Committee, whose report was presented by its chairman, Howard R. Anderson:

President, Mary G. Kelty, Washington, D.C.

First Vice-President, Burr W. Phillips, University of Wisconsin

Second Vice-President, W. Linwood Chase, Boston University

Board of Directors, two-year term:

Hilda Taba, University of Chicago

J. R. Whitaker, George Peabody College for Teachers

Board of Directors, three-year term:

Julian C. Aldrich, Northwest Missouri State Teachers College

Myrtle Roberts, Public Schools, Dallas, Texas

Dallas Public School Units

The Dallas Public Schools have prepared two new units for pupils: *Global Study of Places and Peoples*, a unit for senior high school American history classes priced at 10 cents per copy, and *Reading and Projecting a Map*, a unit for social studies classes in the junior high school. They were published by the Board of Education, Public Schools, Dallas, Texas.

Detroit Citizenship Experiment

One of the most extensive experiments in citizenship education ever to be attempted anywhere will be conducted in the Detroit Public Schools during the next five years. The William Volker Fund of Kansas City has offered, and the Detroit Board of Education has accepted, a grant of \$425,000 to conduct a research study and experiment in citizenship education. The study will utilize the resources of the Detroit public school system, including Wayne University, in a study of ways of increasing the "interest, competence, and participation of boys and girls in the activities of the good citizen."

A special staff, in addition to the present staff of the Social Studies Department, will be appointed to administer the special study. This special staff will be headed by Stanley E. Dimond, at present Supervisor of Social Studies in Detroit, as Director. Other members of the special staff are yet to be appointed.

The study will be conducted in six schools especially selected for the purpose. These six schools will include two elementary schools, two intermediate (junior high) schools, and two high schools. The first phase of the study will consist of a careful inventory of the present interests, attitudes, concern, and participation of boys and girls in citizenship activities. The intent is to get as complete a picture of the citizenship activities in schools and communities as possible in order to understand thoroughly the present situation against which changes will be measured later. In order to increase the validity of the experiment, this inventory will be taken in the experimental schools and in other comparable schools which will serve as controls.

The citizenship project as planned is based on three major beliefs:

1. that the making of the good citizen is an exceedingly complicated task for which there is no one single approach which provides a panacea for present weaknesses;

2. that the techniques of citizenship training which have been evolving in recent years have never been adequately evaluated; and

3. that the development of new techniques has never been sufficiently attempted or stimulated.

The present project contemplates a many-sided approach, but one which can be measured in terms of changes in personal behavior and in community relationships and conditions. The two major questions to be answered by the study are: (1) Are the boys and girls who participated in the study more interested, more competent,

and more active citizens? (2) What materials, activities, and techniques were most effective in bringing about the results? In order to answer these questions it will be necessary to collect as much information as possible at the beginning of the study in order to have an adequate basis for comparison at the end of the five year period.

Naturally, the benefits of such a study cannot be limited to the schools of Detroit alone. Whatever things of value that may result from the experiment will become the property of education everywhere. Since all will benefit from any good results, all will be interested in the course of the study.

C. C. BARNES

Divisional Director
Department of Social Studies
Detroit Public Schools

Greater Cleveland Council

At a business meeting of the Greater Cleveland Council for the Social Studies on November 25, 1944, the following officers were elected: Everett Augspurger, president; Clyde Varner, vice-president; Ida Dennis, treasurer; Florence Potter, recording secretary; and Jessie Laing, corresponding secretary. (E.A.)

Iowa Council

The Iowa Council for the Social Studies met on November 6 in Des Moines. The theme for the program was "Pattern for Peace." Speakers included Rabbi Louis J. Cashdan, Father John Aldera, and Dean Seth Slaughter, all of Des Moines. The panel was sponsored by the National Conference of Christians and Jews.

New officers were elected following the address of Mrs. Clara Strickland of Council Bluffs, retiring president. They are: Kathryn Letts, High School, Iowa City, president; Clifford Gullette, High School, Newton, vice-president; and James A. Sheldon, Callanan Junior High, Des Moines, secretary-treasurer.

An added feature of the conference was the Share Experience Exhibit which illustrated what is being done in Iowa schools to motivate social studies teaching. Arrangements for the luncheon were made by the Des Moines Council for the Social Studies under the direction of Mrs. Mabel Robbins of Lincoln High School in Des Moines. (J.A.S.)

Middle States Council

History in the High School and Social Studies in the Elementary School (Pp. vi, 154. \$1.00) is the title of the 1944 Proceedings of the Middle

States Council for the Social Studies. This volume is based on the work of special committees, and discussions at two meetings of the Middle States Council in Philadelphia and New York. At these meetings problems regarding the organization of high school American and world history courses and social studies in the elementary school were thoroughly discussed under competent leadership. This volume gives a detailed report of these proceedings. Order from Morris Wolf, editor, Girard College, Philadelphia 21, Pennsylvania.

Missouri Council

Caroline E. E. Hartwig presided at the Annual Meeting of the Missouri Council for the Social Studies on November 3 in Kansas City.

The following new officers were elected for 1945: Gordon Wesner, Kansas City, president; Floyd Welch, St. Louis, vice-president; Julian C. Aldrich, Maryville, secretary-treasurer; Martha Barkely, Maplewood, and Dorothy Reece, Herculaneum, to the Board of Control for two years, and Robert R. Russell, University City, to the Nominating Committee for three years.

R. V. Harmon of Kansas City presented the following resolution which was unanimously adopted: "Resolved, That the Missouri Council for the Social Studies recommend the adoption of the proposed new Constitution of Missouri on February 27, 1945."

The November issue of the *Missouri Social Studies Bulletin* consisted of two parts: Part One for teachers included a unit on the teaching of Missouri Government and its Constitution with special reference to the new Constitution, and related materials. Part Two, a printed handbook for students, dealt with Missouri Government and its Constitution and was distributed to all teachers and administrators. (J.C.A.)

APSA-NCSS Meeting in Washington

The National Council for the Social Studies is holding a joint meeting with the American Political Science Association at its meeting in Washington on Saturday, February 4. The topic for discussion at this joint session will be "Citizens' Attitudes Toward Politicians and Bureaucrats." Persons desiring further information about this meeting should write to Merrill F. Hartshorn, 1201 Sixteenth Street, N.W., Washington 6.

Postwar Problems

New Tools for Learning has prepared a supplement to their catalog, *New Tools for Learn-*

ing about War and Postwar Problems. This supplement includes listing of new films, pamphlets, and recordings acquired since November, 1943. Order from New Tools for Learning, 280 Madison Avenue, New York 16.

Postwar Social Studies

An advisory commission of the National Council for the Social Studies has prepared a statement of postwar policy for the social studies entitled *The Social Studies Look Beyond the War*. This statement appears as a sequel to the statement of wartime policy entitled *The Social Studies Mobilize for Victory*. The new statement is based on discussions of a preliminary draft by summer-school session groups, local social studies councils, and discussions at the Pittsburgh meeting of the NCSS. Commission members sent in criticisms and additional suggestions to the drafting committee which synthesized the points of view expressed and incorporated additional suggestions (see pages 7-8 of this issue).

This is an important statement of policy and should be discussed widely by teachers, administrators, and social studies groups. The 40-page pamphlet is priced at 10 cents per copy with discounts on quantity orders. Order from the National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington 6.

High School World Problems Contest

The Dumbarton Oaks plan will be the main theme of the Nineteenth National High School Contest conducted by the League of Nations Association. Emphasis in the study material centers on the proposals for a world organization of the United Nations. One set of the material is supplied to each participating school without charge.

The prizes which will be awarded in the spring of 1945 are \$400, \$100, and \$50 for first, second, and third prizes. Many local city and state awards are offered in addition.

The examination will be held on April 13. For further information address Mrs. Harrison Thomas, Education Secretary of the League of Nations Association, at 8 West 40th Street, New York.

Pi Lambda Theta Award

Pi Lambda Theta announces two awards of \$400 each, to be granted on or before August 15,

1945, for significant research studies in education. An unpublished study on any aspect of the professional problems of women may be submitted. Three copies of the completed study shall be submitted to the Committee on Studies and Awards by July 1, 1945. For further information address May Seagoe, chairman, University of California at Los Angeles, California.

Richard J. Stanley

Richard Jackson Stanley, head of social studies in the William Hall High School, West Hartford, Connecticut, since 1927, died on November 9. He had been active in the development of the social studies program of his state, in developing courses of study on the Far East, in civics, and in American Problems, and was co-author of a textbook in problems of democracy. He was a member of the Advisory Board of *Social Education*.

Helpful Articles

Arndt, Christian O. "Role of Education in Developing International Understanding," *Education for Victory*, III: no. 11, 3-6, December 4, 1944.

Baldwin, Roger M. "Make Freedom Ring," *Progressive Education*, XXII:5-8, November, 1944. Freedom to teach and to learn.

Barnett, Sidney and Waitz, Leo. "Social Studies Curricula for a Post-War World," *High Points*, XXVI, no. 6, 34-40, June, 1944. Programs in world history and American history proposed in the 1943-44 meetings of the Middle States Council for the Social Studies.

Goodykoontz, Bess. "Civic Education," *Education for Victory*, III: no. 11, 1-2, December 4, 1944.

Lemansky, Julius. "Social Studies in the Post-War World," *High Points*, XXVI, no. 7, 69-71, September, 1944. An extension of proposals in *The Social Studies Mobilize for Victory*.

Randolph, Anne and Swindler, R. E. "Correlated and 'Staggered' Units Versus Integrated Units in a Senior High School Combined Course in English and Social Studies," *Secondary Education in Virginia*, May, 1944, pp. 32-43. A unit on wartime financial problems.

Thurber, Clara M. "4-Subject Study of Democracy based on Social Studies," *Clearing House*, XIX:14-17, September, 1944. Literature, art, and music come to the support of history.

All social studies teachers and social studies organizations are invited to send in material for these columns. Send in notes on the activities of your school or organization and other items of general interest to social studies teachers. Mail your material as early as possible to Merrill F. Hartshorn, Executive Secretary, National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington. Contributors to this issue include James A. Sheldon, Julian C. Aldrich, Everett Augspurger, Bernice Owen, and Myrtle Roberts.

Pamphlets and Government Publications

Leonard B. Irwin

Postwar Problems

Reconversion—Idle Talk Means Idle Men, by George Romney (Automotive Council for War Production, 320 New Center Building, Detroit 2. Free) is a reprint of a speech made before the National Industrial Conference Board. Its principal theme is that the people have been misled into thinking that reconversion, especially in the automobile industry, is a fact of the immediate future. The writer blames the government for failing to take adequate steps to plan reconversion, and warns that reconversion unemployment will be a necessary result.

Education and the People's Peace (Educational Policies Commission, National Education Association, 1201 Sixteenth Street, N. W., Washington 6. 10 cents) is a reprint of two speeches given before the 1944 regional conferences of the American Association of School Administrators. One of the speeches is by Alexander J. Stoddard and the other by William G. Carr. Each of these makes a powerful plea for a sound and sensible peace, one that will not be broken in a few years; and for the formulation of a constructive educational policy by and for the United Nations. Each urges most strongly the need for an international council or agency for education with the power to supervise anti-social tendencies in any country and bring them to public attention. This pamphlet contains valuable ideas for those who believe that education must be given a greater area of responsibility after this war than ever before.

The Peace We Want (Commission to Study the Organization of Peace, 8 West 40th Street, New York 18. 10 cents) is a community activity and discussion guide. It contains suggestions for starting discussion groups and provides an outline and set of questions on a variety of topics related to world peace. A reading list is included.

Europe and the Far East

Industrial Property in Europe, by Antonín Basch (Committee on International Economic Policy, Room 1909, 205 East 42nd Street, New York 17. Free) is a scholarly paper dealing with the problems which will arise concerning indus-

trial properties seized or destroyed by the Germans in the occupied countries. The discussion brings out many of the aspects of the problems to be solved and explains the complications which exist. The author does not pretend to have answers ready for every question but seeks to clarify the issues and show the great importance of having them dealt with in a realistic and practical fashion.

Europe's Uprooted People (National Planning Association, 800 Twenty-First Street, N. W., Washington 6. 25 cents) is a very thorough study of the problems of relocating displaced populations. It reviews the studies which have been made of the nature and extent of migrations forced by the war, and the work in this field of such agencies as the UNRRA, the International Red Cross, the I.L.O., and the Intergovernmental Committee on Refugees. It also analyzes the many factors which will complicate the situation after the war, such as national immigration policies, the loss of property, ideological differences between some refugees and those in control in the home country, and the economic difficulties of resettlement in new areas. Specific recommendations are made, and there are two excellent maps showing the extent and direction of population displacements.

Two interesting and attractive booklets on the Philippines and other Pacific islands have recently been issued by the American Council, Institute of Pacific Relations (1 East 54th Street, New York 22. 25 cents each). One is entitled *Filipinos and Their Country*, by Catherine Porter. It is written in the form of a story describing the visit of an American couple to the Philippines just before the war. Through their eyes the reader is introduced to the people and problems of the islands. Social and home life, food and clothing, economic issues, education, and the political question of independence are all studied by the mythical visitors. These things are all made very readable and the fictionalized approach will make the pamphlet popular with school pupils. The other booklet is *Pacific Islands in War and Peace*, by Marie M. Keesing. It discusses the South Sea Islands as a unit, first as a strategic point in the world conflict, and then

from the point of view of the people themselves. Geography, ethnology, social customs, white influence, political development, and economic problems are all discussed in brief but enlightening sections. The treatment is sufficiently elementary to be suitable for high school reading, and the booklet is adequately provided with maps and illustrations.

Among other recent pamphlets on European nations are: *U.S.S.R. in Reconstruction*, edited by Harriet L. Moore (American Russian Institute, 56 West 45th Street, New York 19, \$1.10), a collection of material on Soviet problems of reconstruction; and *Good Neighbors in Europe*, by H. Sabin Blanchard (Inter-Allied Publications, 156 Fifth Avenue, New York, 10 cents), a survey of cultural and diplomatic relations between Czechoslovakia and Soviet Russia.

Miscellaneous

A valuable bibliography of pamphlet material is *Free and Inexpensive Learning Materials: Bulletin*, George Peabody College for Teachers (George Peabody College for Teachers, Nashville 4, Tennessee, 25 cents). As indicated by the title, all the items listed in the 125-page pamphlet are free or priced at 35 cents or less. They have educational value, and have been examined for accuracy, fairness, and timeliness. Each entry is briefly annotated, and the range of subjects is very wide; many of them will be of interest to social studies teachers.

Connecticut at the Start of Her Fourth Century, by Richard J. Stanley (Connecticut State Department of Education, Hartford) is a study guide and source unit in state history. In itself it may be of particular interest only to those concerned with Connecticut, but as an example of a type of history which has been too much neglected in our schools, it should be widely examined. Local history has usually been left to historical societies and genealogists; yet it is a splendid means of awakening in young people a genuine interest in the past and in history in general. The recognition of this fact seems to be growing, and this booklet may well serve as an inspiration to teachers in other states to undertake the planning of local history units for their own areas.

Social Work and the Joneses, by Ruth Lerrigo and Bradley Buell (Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York 20, 10 cents), discusses the importance of cooperative action by governmental and private agencies in the main-

tenance of effective social work. It describes briefly and simply the many types of social undertakings to be found in the average American community, pointing out that they seek to relieve four basic human problems: economic need, health, behavior, and recreation. The authors show that good postwar planning can eliminate wasteful overlapping of activity and provide a better distribution of benefits. The pamphlet is easy to read and comprehend, and is well illustrated.

International Organization for Health, by C.-E. A. Winslow (Commission to Study the Organization of Peace, 8 West 40th Street, New York 18, 10 cents), discusses the need for international collaboration in health matters. The work and future problems of UNRRA in this field are examined, and the need for a permanent health organization is emphasized. The author suggests the lines along which such an agency would have to work, and draws upon the experience of the Health Organization of the League of Nations for examples.

The question of federal health insurance as a part of social security is already before Congress, and is a matter of vital interest both to physicians and the general public. Very timely, therefore, is a special report, *What Do the American People Think About Federal Health Insurance?* (National Opinion Research Center, University of Denver, Denver 10, 50 cents), of a public opinion poll conducted at the request of the Physicians' Committee on Research, Inc. In a 65-page booklet, the NORC presents its findings of public opinion on a considerable number of questions involving popular medical habits and preferences. For example, the report indicates that 82 per cent of the people think something should be done to make medical care easier to obtain, and 41 per cent preferred Social Security medical insurance to private insurance, even though this might entail a 2½ per cent wage deduction as provided in the Wagner-Murray-Dingell Bills.

Two booklets on forestry may be obtained without charge from the Public Relations Department of American Forest Products Industries, 1319 Eighteenth Street, N. W., Washington 6. They are *Our Forest Resource and Its Conservation*, a bibliography of study aids; and *Trees for Tomorrow*, which describes how forest areas are preserved and replanted while still producing the maximum of desirable timber. Both booklets are well illustrated.

Sight and Sound in Social Studies

William H. Hartley

Radio Notes

Each Saturday from 6:00 to 6:15 p.m., EWT, the Blue Network presents Edward Tomlinson in a series of reports on events and developments in the Western Hemisphere. This program brings the latest headlines, an interpretation of the same, a personality story about some important figure in Latin America, a story concerning an interesting place in the Western Hemisphere, and a report on economic developments in this part of the world.

Four radio scripts, written for high school production, and taking about 15 minutes to produce, may be obtained without charge from Treasury War Finance Division, Washington Building, Washington 25. Titles are "Alice in Warland," "Stay With It," "Help Yourself," "Keep It Flying."

Consumer Time, broadcast over NBC each Saturday at 12:15 p.m., EWT, is currently considering the important problem of food in wartime.

An interesting insight into diversified America is NBC's program *Music America Loves Best*, heard each Sunday at 4:30 p.m., EWT. The offerings on this program range from classical numbers to Tin Pan Alley's latest.

FM for Education, published by U.S. Office of Education, Federal Security Agency, Washington, (miscellaneous publication no. 7) is one of the clearest statements on what FM radio is all about that we have seen. It answers such questions as "What is FM?" "What will it cost?" "What steps must be taken to acquire an FM station?" It is complete with charts, diagrams, illustrations, and facts and figures. It's a "must" if you want to keep up with what is going on in educational radio.

Recordings

The Columbia Recording Corporation announces a series of records called *History Speaks* available through Columbia dealers throughout the country. The records may be played on a regular victrola and retail at 50 cents each. Titles of current releases in this series are "Dewey at Manila," "Betsy Ross and the Flag," "Columbus

and His Crew," "The Star Spangled Banner" (dramatizes the bombardment of Fort McHenry), and "The First Thanksgiving."

Anticipating an increased use of transcriptions in the months to come, the Bureau of Audio-Visual Aids of the University of Indiana, Bloomington, announces the classification and analysis of 120 fifteen-minute radio transcriptions deposited at the Bureau by the Institute for Democratic Education. These records are grade-placed for the most part at the junior and senior high school levels with some programs suitable for college students and adult groups. The programs are available for immediate bookings for one-week periods at the service charge of 25 cents for the first two programs (on two sides of the same record) and 10 cents for each additional double-faced record. All of these transcriptions require playback equipment operating at 33 $\frac{1}{3}$ revolutions per minute. The programs deal mainly with American history and government topics.

Social studies teachers will be interested in a series of transcriptions prepared by the Treasury Department as radio programs to aid in the sale of war bonds. The excellent dramatic presentation with top-ranking stars in the leading roles are now available on loan from the U.S. Office of Education, Washington. Programs average about 15 minutes and can only be played at 33 $\frac{1}{3}$ r.p.m. Titles include "Military Objective," "Children, Tomorrow is Yours," "The Murder of Lidice," and "Miss Liberty Goes to Town."

Motion Picture News

The Board of Trustees at the University of Chicago has provided funds for the establishment in the Department of Education of a Center for Research on Audio-Visual Instructional Material. Here, it is contemplated, research studies will be made in the production and utilization of all types of audio-visual aids. A collection of audio-visual materials will be set up and a center will be provided where school administrators and teachers may come to examine the various types of aids now available.

The Commission on Motion Pictures in Education of the American Council on Education is now working on the needs of high school

geography for new visual materials. Gardner L. Hart heads the Commission.

The YMCA Motion Picture Bureau, 347 Madison Avenue, New York 17, has prepared a classified list of civics and history films available on request. Other lists from this distributor are *Inter-American Affairs*, *Transportation and Communication*, *Travel and Adventure*, and *War*.

Visual Review, published annually by the Society for Visual Education, 100 East Ohio Street, Chicago 11, is now available free upon request. This booklet contains a number of articles in the field of visual education.

Films on the United Nations is a 40-page booklet which lists films available on loan from a number of agencies. Copies are free from the United Nations Information Office, 610 Fifth Avenue, New York 20.

The most recent listing of films by the Bell and Howell Co., 1801 Larchmont Avenue, Chicago 13, is *Films That Fight for Freedom*. Included in this list are films on "Civilian Defense," "The Ideals We Defend," "Aviators," and "Know Your Friendly Neighbors."

Recent 16-mm. Films

British Information Service, 30 Rockefeller Plaza, New York 20.

Common Cause. 15 minutes, sound; small service charge. How Americans and Chinese aviators and British and Russian sailors all fight for a common cause.

New Zealand. 15 minutes, sound; small service charge. The Maoris and whites of New Zealand.

Castle Distributors Corp., 30 Rockefeller Plaza, New York 20.

An Adventure in Learning. 20 minutes, sound; free. The story of wheat.

Lifeline of the Nation. 20 minutes, sound; free. Railroads in wartime.

Trees for Tomorrow. 18 minutes, sound; free. New uses for wood. Modern methods of conservation.

Eastin 16-m.m. Pictures Co., Davenport, Iowa.

News Films of Tomorrow. 10 minutes, sound; \$1.50 per issue. Issued once each week.

Harold R. Peat, Inc., 2 West 45th Street, New York 19.

Palestine Today. 30 minutes, sound, color. Peoples and problems in Palestine.

With G.I. Joe Around the World. 50 minutes, sound, color. Covers England, North Africa, Italy, Egypt, Iran, Palestine, India, Burma.

Princeton Film Center, Princeton, New Jersey.

Cradle of Victory. 35 minutes, sound; free. Building planes in the United States.

Fortress of the Sky. 25 minutes, sound, color; free. The Boeing Flying Fortress.

Loaded For War. 25 minutes, sound, color; free. Santa Fe Railroads at work in wartime.

Free to Teachers

"Fire One," the story of submarines from the American Revolution to World War II, is presented in graphic fashion in a picture story chart, 11x15 inches in size, obtainable free from School Service, Westinghouse Electric and Manufacturing Co., 306 Fourth Avenue, Pittsburgh 30.

Reprints of an advertisement showing the work of the General Motors Institute may be obtained from General Motors Corporation, Department of Public Relations, Detroit 2. The advertisement shows in a series of pictures the contribution which the Institute has made to wartime training of specialists.

Miniature color pictures of military trucks and flying fortresses will be sent free to teachers by Studebaker Corporation, Education Department, South Bend 27, Indiana.

"The Story of Food Preservation" is an illustrated booklet, obtainable from H. J. Heinz Co., Pittsburgh 30, which contains several stories of value in the social studies.

The Louisville and Nashville Railroad, Louisville, Kentucky, will send to teachers a poster entitled "and then came the highways." This poster shows separation of grade crossings for public safety.

To help the busy teacher keep abreast of the rapid changes in today's world of science, the General Electric Co., Schenectady, New York, has prepared movies, booklets, newsposters, and filmstrips which will provide news of interesting developments in electrical and allied fields during the coming school year. For a complete catalog of these materials ask for "G-E Services for Teachers."

The government of the United States has prepared a great many free teaching aids in connection with the war effort. Unlike many free aids offered to the schools those furnished by the government are perfectly in harmony with worthy educational objectives. Write to your nearest State War Finance Office for Posters like "They Fought for Freedom," a set of four historical posters; and "Speed the Day," a set of eight posters. Booklets include "Victory Workbooks," available in class lots, and "Willy Jeep," an illustrated story for elementary schools. Plays and Program Materials of many varieties are available. Filmstrips of unusual interest are "The Story of Billy Dollar," and "The Light Plane Goes to War." Photos of sponsorable items of War and Navy equipment are available only if you have a campaign for the definite item requested.

Pictures, maps, and booklets on Soviet Russia may be obtained from the American Institute for Cultural Relations with the Soviet Union, 56 West 45th Street, New York 19. Write for a complete list of available materials.

Filmstrips

The Federal World Government Inc., 29 East 28th Street, New York 16, has developed a slidefilm called "How to Conquer War." In 190 pictures, with simple, concise titles, this film shows how man first developed government to settle disputes with his neighbors, and how he has repeatedly formed government for larger and larger units until today governments exist for great continent-sized nations, though not yet for the world. Finally this film sets forth a plan for getting a democratic federal world government to keep war's horrors from our children. This slidefilm is intended for projection in any standard 35-mm. slidefilm projector. The projection time is approximated at 45 minutes. Complete with mimeographed script for guidance of the teacher, this slidefilm costs \$5.00 per copy, or it may be rented for \$1.00 a week.

An inexpensive microfilm reader for use with 35-mm. film records has been developed by Spencer Lens Co., Buffalo, New York. Many manuscripts, books, and valuable documents are now available on microfilm. The advantages of microfilm are obvious when it is considered that 100 ordinary printed pages may be recorded on a piece of film only six feet in length and weighing no more than an ordinary letter. The Spencer Microfilm Reader also has many uses in education where students may view educational filmstrips on an individual basis without darkening the room or disturbing the remainder of the class. The Reader complete sells for \$37.50.

A series of filmstrips called Stillfilms are distributed by Stillfilm Inc., 8443 Melrose Avenue, Hollywood 46, California. The most recent unit offered by this organization is 10 films on United States history plus five films on ancient history for \$14.50. This is a good bargain in educational filmstrips.

Maps

A copy of *Fundamentals of Map Reading*, prepared by the Military Training Division of the Army Service Forces, may be obtained from Army Services Forces, Public Relations Branch, Room 904, 90 Church Street, New York 7. This booklet contains a general introduction to map reading and its basic requirements, presents spe-

cial mapping problems, and discusses how to interpret aerial photographs.

"Continental United States—a Resource-Full Map of America" is the latest of the popular maps published by C. S. Hammond and Co., 88 Lexington Avenue, New York 16. The beauty of this map is that it makes a game out of the understanding of our country. The map itself is full-colored, 44x32 inches, and comes folded in a leatherette cover. With the map are 250 colored markers showing resources. The object of the game is to distribute these markers to the players and have them play one marker at a time by placing it in the state or region where the resource is found. If a player places a resource in a wrong area he may be challenged by one of the other players. The umpire then may consult the key map which comes with the set and if the player has made an error he must withdraw his marker and lose a turn. A whole class may play this game. The writer has tried it out with a sixth grade class and the response was enthusiastic, and learning was certainly stimulated. The map, markers, rules, key map, and an accompanying atlas of United States resources cost \$1.50 in the leatherette cover, \$2.95 on a board mounting ready to hang.

Kodachromes

Another series of 2x2 inch natural-color slides on South and Central America is offered by Shadow Arts Studio, 1036 Chorro Street, San Luis Obispo, California. Over 500 views are listed in the new classified list put out by this firm.

Building America

The November issue of *Building America* is one of the best and most useful of all the excellent numbers of this graphic magazine. It is called "Congress," and in its 63 pages it presents more, and better organized, information about the government of the United States than half a dozen "civics" books we could mention. You have often seen a diagrammatic and stylized flow-sheet of "How a bill becomes a law," but I'll wager you have never seen anything like the cartoon chart of this process shown on pages 42 and 43 of *Building America*. The remainder of the issue is on the same stimulating level. There are 30 pictures of Congress and Congressmen in action. There are a half-dozen charts showing such data as "How Pressure Groups Work," "Occupations of Members of Congress," "Vote on New Deal Bills," and the like. *Building America* is sponsored by the Department of Supervision and

Curriculum Development of the National Education Association. It is distributed by Americana Corporation, 2 West 45th Street, New York 19. Single copies are 30 cents, yearly subscriptions are \$2.25.

Helpful Articles

- Adams, Helen M. "Teaching the Art of Listening," *Nation's Schools*, XXXIV:51-54, November, 1944. Suggestions for improving listening habits.
- Baird, I. "Canada's Visual Aid Program," *Education for Victory*, III:8, 13, November 20, 1944. Suggestions for the Canadian program applicable to our country.
- Coles, V. "Visual Aids in the Language Arts Program," *Elementary English Review*, XXI:256-261, November, 1944. Summary discussion of the aids available with excellent illustrations of actual use.
- Educational Leadership*, II:51-75, November, 1944. Entire issue devoted to audio-visual aids to learning.
- Blackwell, D. "Audio-Visual Education in Action." The growth of the St. Louis Division of Audio-Visual Education.
- Clark, E. C. "We Make Them Ourselves." Making lantern slides, maps, charts, and pictures.
- De Bernardis, A. "Let's Learn How." Describes 13 steps to be taken in making the use of audio-visual aids more efficient.
- Gunstream, J. W. "School on the Air." Radio education in Texas.
- McCarty, H. B. "A Community Tunes in on Education." Home courses broadcast by the Wisconsin College of the Air.
- Williams, D. R. "The Film Behind the Fight." Work of the Army Pictorial Service.
- "Educational Recordings," *News Letter*. Bureau of Educational Research, Ohio State University, Columbus. A monthly feature in this valuable publication.
- Hamilton, Milton W. "Visual Aids from the Historical Society," *Social Studies*, XXXV:313-315, November, 1944. How local historical societies may aid schools by furnishing objective teaching materials.
- Hildreth, Gertrude. "Learning Through Experiences in First Grade," *Childhood Education*, XXI:121-125, 138, November, 1944. Stimulating examples of the effectiveness of direct learning.
- Miel, Alice. "New Tools for Learning," *Childhood Education*, XXI:126-131, November, 1944. Describes various audio-visual aids and lists sources of many.
- School Executive*, September, 1944. Vol. LXIV. Audio-visual aids number.
- Carter, J. Margaret. "Films Make Good Neighbors." How Canada's educational films interpret her peoples to her fighting allies.
- Brunstetter, M. R. "The Educational Motion Picture and the Filmstrip as Tools of Learning." Emphasizes need for skillful utilization.
- Engelhardt, N. L., Jr. "Maps and Charts for the Air Age." Need to present changing relationships among peoples.
- Findlay, Bruce A. "What the Well-Equipped Audio-Visual Program Should Contain." How teaching aids can save money, time, and labor.
- Henrickson, Floyd E. "Radio and the Educational Program of the Future." Effectiveness depends upon worthwhile programs, proper equipment, and specially trained teachers.
- Rogers, Virgil M. "Organizing and Administering the Audio-Visual Aids Program." Effective integration and budgeting.
- Schwamm, Gustave. "The Field Trip: Education By Contact," *Educational Screen*, XXIII:391-392, 394, November, 1944. How a trip to court was made an educational experience.
- Warman, Henry J. "Is 'Global Geography' the Answer," *Journal of Geography*, XL:303-306, November, 1944. A frank discussion of the global concept and global maps.

Readers are invited to send items of interest for this department to Dr. Hartley at the editorial office, 204 Fayerweather Hall, Columbia University, New York.

Book Reviews

A BASIC HISTORY OF THE UNITED STATES. By Charles A. Beard and Mary R. Beard. New York: Garden City Publishing Co. (New Home Library), 1944. Pp. x, 508. 69 cents.

No historian writing today has had greater influence, among the guildsmen themselves and the wider public at the same time, than Charles A. Beard. It is a remarkable tribute to his scholarship and interpretive ability as well as to his unusual interpretive power. With his noted works on the founding of the Federal government, which stressed economic considerations, Beard established himself at once as an authoritative student of the American past. With the able collaboration of Mrs. Mary R. Beard, a distinguished series of volumes detailing the rise of American civilization then followed in fairly rapid succession. And now after more than forty years of devoted study the authors have given us this "Basic History" designed for the general reader. It is a first rate achievement of value to the scholar and the larger audience alike.

Its virtues are many. Its second chapter on the backgrounds of migration and settlement is an excellent summary, although a little over-optimistic about the rise of indentured servants on the social ladder. It expresses a quiet and justified pride in the independent agricultural society established in the New World as contrasted with the Old World orders of tenantry, feudalism, and serfdom; the American farmers "formed a body of working people as had never appeared before in the history of western civilization." The remarkable ability of the Beards to synthesize the materials of cultural and political history is again revealed, notably in the chapter, "Establishing the Republican Way of Life." It is better than will be found in many larger works on American history. There is advantage also in keeping names and dates to a minimum. But it is pressing the matter too far to evade naming the conflict of arms between North and South. It is indexed under "Civil War" and is so spoken of on a later page (315), but the chapter describing the event itself is called "National Unity Sealed in an Armed Contest."

While its virtues are many its shortcomings are serious enough to require more than passing notice. Much is made of the fact that few Americans used the word "democracy," fearing its

dangerous implications. But weren't many of them "democratic" in feeling, even though not using the word, just as today many believe in government aid of various kinds, although shunning the word "collectivist"? Possibly the Beards make too much of a fetish of words. A more significant failing in a work professedly "Basic," is the omission of any real indication of America's relationship to the rest of the world. Justified as they are in speaking of the rise of a distinct American civilization, there is a definite tendency to overemphasize our intellectual autonomy. So strong is this in some parts of the book that it comes close to being anti-Europeanism (e.g., in chap. XXV). In the treatment of World War I, imperialism, especially the English, Russian, and French varieties, is indicted, but it is not even suggested that it was a good thing that Germany was beaten in 1918. The criticism of American imperialism since the Spanish-American war is so bitter that the pages which follow on the period thereafter have almost a churlish quality.

The authors perform a useful service in presenting Taft and Hoover in a friendlier light than is customary with most historians. But to do so they have felt it necessary to scale down Theodore Roosevelt, Wilson, and Franklin D. Roosevelt. The inconsistencies of Wilson and Franklin Roosevelt are carefully chronicled, but those of Hoover just as carefully ignored. To this reader the analysis of events since 1932 is hardly fair.

Despite its flaws it is a splendid piece of work and it is fortunate that its low cost will bring to a great number of Americans a gifted interpretation of their history.

MICHAEL KRAUS

City College, New York

GOVERNMENTS OF CONTINENTAL EUROPE. Edited by James T. Shotwell. New York: Macmillan, 1940. Pp. xxix, 1104. \$4.50.

This book, of almost encyclopedic proportions, was reprinted in 1942. The original publication did not include an appendix to the section on France which Mr. Gooch, one of the six authors, has added in order to include the Petain government and the Vichy regime. It is handicapped, as are all publications which include current events

at the time of publication, by being out of date within a short time. This is especially true because of the multiplicity and rapidity of recent governmental changes. Thus, the sections on Germany and Russia end with the Russo-German non-aggression treaty of 1939, Italy is left with Mussolini still in power and, even with the appendix, France still maintains its German puppet government at Vichy. This, however, in no way detracts from the major intent or usefulness of the work which is a mine of information for those whose academic backgrounds permit them to use it. It is definitely on the upper collegiate level.

Each country is introduced by a masterful summary of its historical background which, it should be noted, presupposes a study of at least a general history of the continental European countries. England, of course, is not included, and Spain, Portugal, the Balkan and Baltic countries, and other post World War I countries are included only as they are incidental to the other powers. The index is adequate to provide easy reference to the latter countries.

A work of such authoritative nature as this is, indeed, timely for as Mr. Shotwell in his able introduction says: "The world crisis of today is making clearer than ever before the importance of government in the evolution of civilization." We speak glibly of the Third Reich and often do not even wonder about the origins of the First and the Second. We are so familiar with bicameral legislatures that we sometimes forget that there are countries with unicameral legislatures. We know much of our own bill of rights and little about those of the other countries that have them. We hear of the corporate state and wonder what it means. We question whether the Russian Constitution is democratic or not and we fail to fully comprehend the multi-party system as compared to the two-party system. *Governments of Continental Europe* provides answers.

Ordinarily, one's study of European governments is confined to the national governments with, perhaps, a slight diversion to the major political sub-divisions. Here, one may find, especially in the countries which have traditionally put some emphasis on local government, an account of the operations of departments, communes and cantons in France, the districts or counties of the Scandinavian countries and the Cantons and Communes of Switzerland. This emphasis is a much surer clue to the extent of democracy than the mere forms of national administration.

Political parties are considered at length because they are an integral part of government but this emphasis is not to the exclusion of social and economic affairs which also weave themselves into the intricate framework of government. The authors knew that no account of Italy's government would be complete without consideration of the totalitarian economic control there. They knew, likewise, that economic planning in Russia and the position of the Jews in the Third Reich were essential to the study of the countries concerned.

R. L. LOKKEN

State Teachers College
Dickinson, North Dakota

●
GEOPOLITIK: DOCTRINE OF NATIONAL SELF-SUFFICIENCY AND EMPIRE. By Johannes Mattern. Baltimore: Johns Hopkins Press, 1943. Pp. xiv, 139. \$1.50.

Professor Mattern approaches this study as a realist should; he does not find that the subject is new, a monopoly of the Germans, or untried by other nations. Some readers will not like this unorthodox approach, but the author has done something that no other author has done to clarify the meaning to this so-called "science."

The book covers topics and avenues of approach to geopolitics that are thought-provoking. The study contains a preface, nine chapters, an epilogue, and an index. This publication deserves more attention by those who seriously want to study geopolitics. The author "aims to consider no more and no less than the essentials required for the natural setting of the subject of Geopolitik in its ideological, factual, and dynamic relationships of time, space, reason, and evaluation."

This study deals primarily with the theory of geopolitics. The theories of Ratzel and Kjellen are adequately discussed in several chapters; the analysis should convince any reader that the "science" is vague and confusing. Unfortunately, this study does not give adequate treatment to the "science" in the period of Karl Haushofer.

LEROY O. MYERS

Pennsylvania State College

●
AN EXPERIMENT IN MODIFYING ATTITUDES TOWARD THE NEGRO. Contributions to Education, no. 887. By F. Tredwell Smith. New York: Bureau of Publications, Teachers College, Columbia University, 1943. Pp. x, 135. \$1.85.

Every teacher who is concerned about the prob-

lem of diminishing race prejudice should be acquainted with this highly significant study. It is evident on every hand that interracial suspicion, friction, and strife represent a growing menace to American democracy, and that this menace will not yield to mere reading about the status and contributions of minority groups. Something more is needed, and that is to effect changes in racial attitudes held by the white majority. Since attitudes are largely a function of personal experience, it seems probable that only more influential personal experiences can be expected to alter those attitudes. In the present study, Dr. Smith has proved the power of this latter approach.

Can relatively brief professional and social contacts of white students with cultured Negroes increase white tolerance and appreciation of Negroes generally? Such was the basic question raised by the author. To answer it, he organized a "Harlem Seminar" whereby 46 graduate students were introduced to Negro life and problems at firsthand. This seminar lasted four full days (two consecutive weekends), and included numerous carefully-planned contacts with superior Negro artists, scholars, ministers, editors, poets, speakers, musicians, social workers, and the like. These contacts were graduated and integrated in terms of "social distance," that is, Negro speakers were presented before social relationships began; the group ate by themselves in a colored Y.W.C.A. before Negro guests were added at a later dinner, etc.

Members of this experimental group, as well as others of a comparable control group, were given attitude tests before and after the seminar, and also ten months later. Interviews with members of the experimental group were also held. The findings are impressive. Favorable attitude toward the Negro markedly increased in the experimental group; this increase was nearly as marked almost a year later as it was immediately after the seminar concluded. At the beginning of the experiment a majority of both the experimental and the control groups had been categorically unwilling to eat at the same table with Negroes, to share a stateroom, have a colored person as an intimate chum, etc. After the seminar, such relationships were acceptable under certain conditions to largely increased percentages of the experimental group.

Here is conclusive evidence that the intercultural education movement of the 1940's must be integrated with the community study and service movement of the later 1930's. Unless this is ac-

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Dallas Toronto London

complished, intercultural education will remain largely verbalistic, and community study will fail what is in many localities its supreme obligation.

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CURRICULUM PRINCIPLES AND SOCIAL TRENDS. By J. Minor Gwynn. New York: Macmillan, 1943. Pp. xix, 630. \$3.50.

This well written, forward-looking book merits a place of prominence in any curriculum library. While unusually well adapted for textbook use it will also be of great value to teachers, administrators, and supervisors. To social studies workers and others who have found difficulty in keeping abreast of the results of the numerous educational surveys, studies, and experiments of the past ten years, the book will be especially valuable in acquainting them with these findings and in helping to relate such findings to modern curriculum thought.

While Glynn is to the left of center in his basic curriculum philosophy he is not a propagandist. The author has as his basic purpose the belief that personal experiencing is the only way by

which the curriculum can be effected, that educational growth is and should be an evolutionary process which is strongly stimulated and conditioned by changes in the social, economic, and cultural life of a nation, and that teaching methods cannot be divorced from the curriculum.

The author reviews the evolution of the curriculum in the United States, giving special emphasis to recent curricular developments. Curriculum approaches, experiments, surveys, trends, organization and administration, and evaluation are discussed for both the elementary and the secondary schools.

Gwynn defines the curriculum as including all activities of children which take place under the direction of the school, whether those activities are curricular or extracurricular, inside of the classroom or outside of it. He finds the curriculum of the secondary school a confused mixture of subjects and activities reflecting the failure of the secondary school to agree upon and to state its aims and functions.

Social studies teachers will like the emphasis given to social trends in their relation to the curriculum and the discussion of the community approach to the curriculum. They will find of interest the list of problems to which he believes the curriculum of the future will give greater emphasis because of national and international movements: land conservation and use, irrigation; crop control and rotation; natural and regional resources; racial minorities and proper provision for them; wise choice of a life work; free trade between the several states; the displacement of population and how to care for it; national ideologies and international responsibility for law and order; leisure-time activities; and the interdependence of the modern, mechanized world.

The reviewer likes the stress Gwynn places on the development of attitudes and ideals and the emotional life of the student as being fully important as the acquisition of knowledges and specific study skills. He likes his observation that there is no effective substitute for the teacher's knowledge of child growth and behavior. He agrees with the author in wanting teachers who understand home and family life, who have wide knowledge of people's religious beliefs and mores, and who understand thoroughly the sociological and economic conditions which pupils are facing and will face in the future. If we can secure and develop teachers who have such understandings our progress in the field of the curriculum will be greater than it has been in the past.

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